

UBEA

Business Education

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UNITED BUSINESS EDUCATION ASSOCIATION

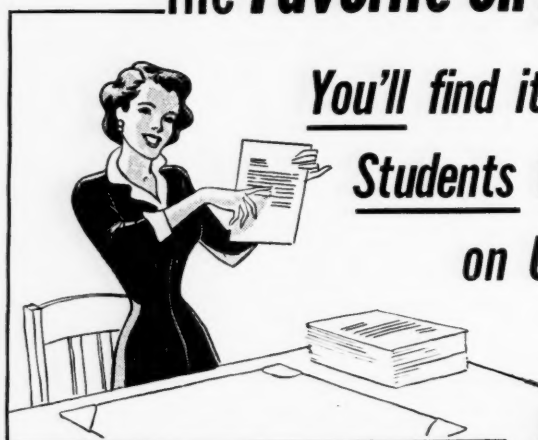
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Typewriting

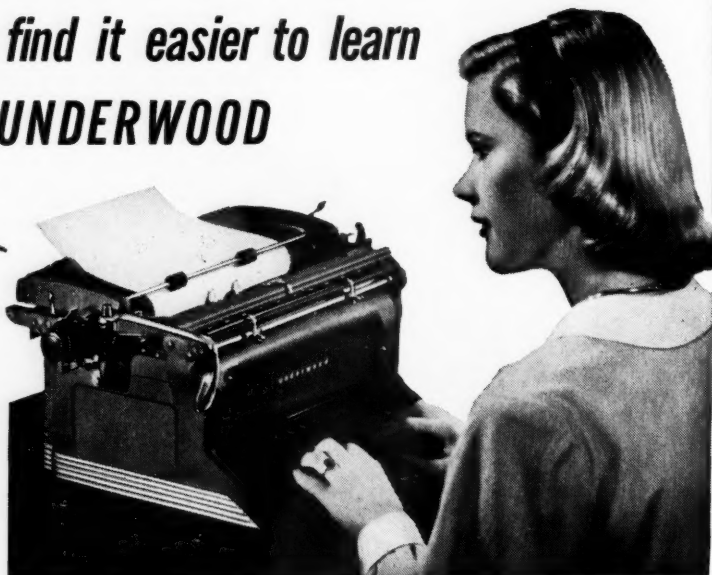
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Let's stop hampering a beginner by requiring perfection or even near perfection at the start. We must require a degree of accuracy, of course, but let us temper our demands with leniency. The achievement of perfection is a gradual accomplishment; it should not be expected, much less required, from a beginner. Getting accustomed to stroking the keys properly, using the right amount of finger leverage, and remembering the location of the keys to be depressed—these are only a few of the things the beginner has to think about while attempting to do something that is entirely new. After a certain amount of practice a student gradually gains confidence and then you can expect an improved result. The requirement of perfection places the student under an unnecessary tension and strain, which in itself will defeat a student's best intentions. Tension and strain have ruined the chances of more than one trained professional operator so let us not expect the impossible from the untrained beginner.



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The United Business Education Association is the amalgamation of the Department of Business Education of the National Education Association and the National Council for Business Education. The Department of Business Education was founded July 12, 1892 and the National Council in 1933. The merger of the two organizations took place in Buffalo, New York, on July 1, 1946.

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HEADQUARTERS NOTES

Washington, D. C., November—This issue of the Forum, like the previous one, is filled with so much good teaching material and news of affiliated associations that headquarters notes has been reduced from its two green pages to only ten inches of space.

The reduction in space, however, does not indicate a reduction of activities at UBEA headquarters. Your staff has never been busier than at the beginning of this school year. The executive members of the staff are on the job not forty but seventy or more hours a week to administer the services which the Executive Board provides for UBEA members.

● The BIENNIAL SURVEY OF EDUCATION IN THE UNITED STATES, 1948-50, CHAPTER 5, OFFERINGS AND ENROLLMENTS IN HIGH-SCHOOL

SUBJECTS, has just been released by the U. S. Office of Education. Some startling and revealing facts concerning business subjects as well as all high school subjects are presented in this survey.

In introducing the subject area of business education, the report states that "The total enrollment in subjects in the field of business education in regular and senior high schools is more than 60 percent of the total pupil enrollment in these schools."

The report shows that more than one in every five pupils of those enrolled in grades nine through twelve is taking typewriting (the exact percentage is 22.5 for 1949 but in 1934 the percentage was only 16.7) and that the enrollment in first-year typewriting is more than one-half of the total number of

pupils enrolled in the ninth grade. The enrollment in second-year typewriting is approximately one-third the enrollment in the first-year typewriting classes.

The same survey shows that of pupils enrolled in grades nine through twelve in 1949, 8.7 percent were enrolled in bookkeeping (the percentage was 9.9 in 1934); and that 7.8 percent were enrolled in shorthand in 1949 (in 1934 this percentage was 9.0). In summary, the survey states in part "Among individual subjects physical education, typewriting, general mathematics (including arithmetic), and United States history are outstanding because of percentage increases in enrollments since 1934. . . . Typewriting is seldom a required subject and probably was elected chiefly for personal use."

You will want these and the other data which has been included as a part of the survey to become a part of your professional library. Business educators will be referring to this publication for years to come when introducing their problems and proving points in behalf of business education to their administrators and to the public. The Fall issue of THE NATIONAL BUSINESS EDUCATION QUARTERLY contains additional excerpts from Chapter 5 of this survey. A copy of the complete chapter may be obtained from the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

● Business teachers and FBIA chapters in many schools are called upon to assume an important part in the observance of American Education Week. Do not underestimate the value of your part in this program which is designed to promote good community relations.

● Here are some dates for members of the unified associations to remember and plan for: November 22-24, SBEA meeting in Edgewater Park, Mississippi; February 21-23, Annual Convention of UBEA Professional Divisions in Chicago; April 7-8, WBEA meeting in Oakland, California; June 26-28, MPBEA meeting in Denver, Colorado; June 29-30, UBEA Representative Assembly in Detroit; and August 17-30, Conference of the International Society for Business Education in New York City. Also, plan now to attend the meetings of your state and local associations. These groups are the foundation of our profession. If you belong to an affiliated association, be certain that your organization appoints or elects delegates to the meetings in Detroit and New York City.

Hollis Guy

UBEA Executive Secretary



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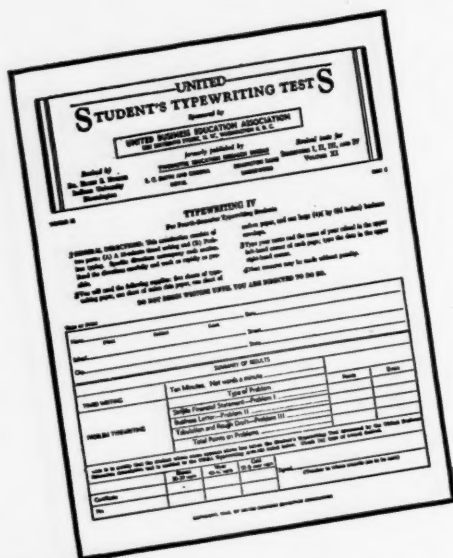
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 Part I. Timed Writing
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ARE WE TEACHING TYPEWRITING CLASSES BUT NEGLECTING INDIVIDUALS?

In these days when we are beset on all sides by forces dedicated to undermining the worth and dignity of the individual in society and to enforcing a devitalizing conformity, a discussion of individual differences assumes a profound significance.

It behooves teachers to remind themselves frequently that the word "class" is merely a *convenient term* for designating a group of students under the direction of one teacher and that they are teaching *individuals*, each endowed with different capacities or restricted by different limitations.

The emphasis in typewriting today is on effective technique at the keyboard. This has facilitated and improved the learning of this skill. Effective technique is also an excellent phrase to apply to that type of instruction which provides for individual differences. A teacher may employ effective typewriting technique while demonstrating and yet fail to employ effective instructional technique in presenting the skill in that he ignores or fails to meet individual differences.

It is incumbent upon teachers to recognize individual differences, to *accept* them as a necessary condition in the classroom and—most importantly—to strive to meet them by a well-planned flexible program of instruction. To do this, they must understand the underlying causes of those differences which affect the progress of their students. Unfortunately, in many instances, the energy that could be employed in investigating these causes and in mitigating their effects is dissipated in drilling to meet the currently approved mathematical averages or arbitrary standards. These averages are merely the shadows that education casts on the wall; they should not be mistaken for education itself!

Education is the systematic development and cultivation of the natural powers by instruction and example. "Natural powers" can only be measured in terms of the individual. The teacher's success, therefore, is to be measured in ratio to the development and progress attained by each student under instruction—it is not adequately measured by the highest score or class mean.

In the development of motor skills, this is particularly true because there are so many variables to be considered—besides general intelligence, there are sensorimotor action, kinesthesia, the powers of concentration and coordination, physical limitations, and so forth.

We are amused by the story of the young woman who was given a book as a present and declined it, saying, "But I have a book!" We, as teachers, must never feel that we have a *method* and that it will provide the necessary instruction for all the individuals in our classes. Rather, we must constantly adapt old methods and discover new methods to meet the needs of our students. Then, let us measure their achievement—as well as our success as teachers—according to the scale of their individual development as efficient typists.

Although capabilities of students may differ widely, effective instructional technique can achieve commensurate development of their typewriting skill. If we dedicate ourselves to this goal, our students will find their typewriting courses more satisfying and productive because they will feel that their own individual needs are being met; we will find our teaching experiences more enjoyable and effectual because we will know that we have achieved definite results.

This issue of the FORUM presents many helpful suggestions, drawn from practical teaching experience, for meeting individual differences in the typewriting classroom. Let us use these suggestions wisely and supplement them by using our own ingenuity to meet individual needs as they occur, as well as to develop a truly effective instructional technique.

JOHN L. ROWE, *Issue Editor*

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THE Forum

Meeting Individual Differences In the Typewriting Class

Definite constructive methods should be used to provide for the differences between fast and slow typists in the class.

By ALICE HARRER
Skagit Valley Junior College
Mount Vernon, Washington

There are three problems that a teacher must take into consideration in working out a plan to take care of the differences found in the individual students enrolled in a typewriting class: (1) the physical aspects; (2) the differences in ability of the students; (3) the emotional reactions of the students.

The Physical Aspects

The physical aspects in regard to both the working station and the characteristics of the pupils are perhaps the first that should be considered in meeting individual differences. Proper provision for these can do much to eliminate certain problems and troubles in learning typewriting skill.

1. *The typewriting desk and chair* should be adjustable to the build of the student. To determine the height of the chair, measure the actual distance from the bend of the knee to the floor and subtract one-half inch; this should be the correct height of the chair. The chair should support the small of the back; posture chairs are best. However, if the desks and chairs are not adaptable, adjustable lifts for the typewriter will serve the purpose in most cases.

2. *Typewriters* in the classroom should be of one make. This prevents students from becoming confused when service mechanisms are taught and permits them to help one another. Valuable class time is saved so that more typewriting can be done.

Where manual machines are used, one electric typewriter should be available in the room to aid in remedial teaching and to give students an opportunity to type electrically in their later stages of learning.

3. *Students with physical defects* need special attention from the teacher, but the attention must be given inconspicuously.

(a) Students with poor hearing should be placed in an advantageous position and where they can watch the lips of the teacher.

(b) Students with poor vision should be seated where they can make the most of the vision they have and where the least glare falls on papers and blackboards.

(c) For those students with defective hands (if overly sensitive of the handicap), the teacher will often find it advisable to provide written copies of instructions or give special instruction after the group instruction. One should try to help the student solve his own problem, but never mention a defect before the class.

The Differences in Ability

So much of the learning a child attains in school is based on previously acquired knowledge and environment. In learning typewriting, the student is more likely to "start from scratch" in learning the skill unless he has high muscular coordination or has played musical instruments. Nevertheless, a great many differences between students become evident as the weeks go by. To achieve the best teaching results, there are a number of provisions a teacher can make in taking care of these differences in ability.

Study the work habits of each student. Most people make far too many waste movements, and this is nowhere more evident than in the typewriting situation. Early elimination of these unnecessary motions will build speed and prevent fatigue.

Analyze the errors of each student and help him understand his own needs and difficulties and how to overcome them. Stress correct techniques in the performance of typewriting rather than the "Thou Shalt Not's!"

Check the reading rates of each student early in the course. The fast reader has an advantage over the slow reader; however, since both tend to read faster than they type, it does not necessarily follow that the fast reader will be the faster typist. Also notice how the student sees words. Are letters transposed or omitted as he sees

"Allow students with stroking difficulties to use an electric typewriter if one is available."

the word? This is an important factor in the number of errors he will make.

Watch carefully those students with high I.Q.'s to see that they are making the proper adjustment to the learning of a skill subject. Very frequently the more able students have trained themselves to learn the content of a course of study in much shorter periods of time than the average student requires. In the development of a motor skill, the able student may not realize that he must use constant repetition to attain his goal and hence he may become frustrated with his seemingly slow progress. Often the key to the situation will be a conference which will help him understand that intelligence is not considered a factor in the learning of a motor skill.

Give clear explanations and more demonstrations to those students who are slow learners. The teacher must always be patient and encouraging with slow learners. When demonstrating to the class, the teacher's movements must be geared for instruction. Since the student is learning by trying to imitate the teacher, rapid movements which he cannot follow will tend to confuse him. On the other hand, the movements must be fast enough so that the student will not develop faulty habits.

Use definite constructive methods to provide for the differences between fast and slow typists in the class. Some helpful devices which have been found useful are described in the following paragraphs.

Have the students who have mastered a technique assist in teaching other members of the class. A pupil will often learn easier and faster from another than from the teacher. Also, there is a saving of time if the teacher need not stop to give individual attention to each student with difficulty, especially if there are thirty students in the class.

(1) Find something, however slight, in every student to compliment in a simple and sincere manner. He will work harder and with greater confidence.

(2) Provide time to assist slow students who need extra work under supervision. Occasionally the slow student should be given some work for the school or something of a practical nature which will be actually used and which is within his ability to prepare well. This builds his self-esteem and increases his productive capacity.

(3) Seat the students so that students with commensurate abilities are beside each other. Frequently, with a little subtle encouragement, competition will spring up between them, and every minute not spent on the assignment is spent in competitive drills which will really produce speed and accuracy. They will also check each other for errors in techniques.

(4) Encourage students to be self-competitive by checking their progress, granting credit for bonus typing, awarding extra credit to a student who improves on his own record, and by considering improvements when judging for grades.

(5) Allow students credit for typing material for the school, community, or for personal use. The teacher must be on guard to be sure that this type of work involves learning experiences and that the students are not exploited.

(6) Use practice patterns to keep each student typing all the time—an important factor in the development of typewriting skill. Some effective devices are:

(a) Difficult words are placed on the board. The student is encouraged to type each one at least 3 times before the instructor calls the next word to be typed.

(b) After a student has determined his errors, the same procedure can be followed with the student typing the error word. As he advances, he may vary the procedure by adding the word before and after, thus typing the phrase in which the error occurs.

(c) A motivating device which encourages students to use time effectively is to give credit for the number of lines typed of warm-up drills, number sequences, date line, or alphabetic sentences. These lines are typed at the beginning and the end of the period when students otherwise would have a tendency to waste time if they were not stimulated to use it effectively.

(d) Students may be encouraged to type extra or supplementary copies of assigned work. If the work is purposeful to refine techniques, the student will profit from the repetition.

(7) Vary the goals of timed writings during the period. Encourage a student who has passed the error limit to go all out for speed while typing the remainder of the test. Timed writings where erasures are to be made produce some interesting results in the comparative changes of scores, and they tend to reduce the errors made during the timing.

(8) Collect a series of paragraphs of graduated lengths ranging from 25 wpm to over 100 wpm with a 5-word progression for each paragraph. Combine these into a paper with the number of words in each paragraph clearly marked. Give one of these to each student. Time the students for one minute. Those students who can complete the first paragraph at 25 wpm without error are eligible to proceed to the next at 30 wpm. When he has typed this one successfully, he may work on the one at 35 wpm. Thus a student will be motivated to type the same thing again and again; but because of the external competition, he will not be bored even though he may spend some time practicing this paragraph outside of class. When a student has reached his maximum speed for the time being, he may wish only to strive to complete the paragraph inde-

"The greatest asset a teacher can build in a student is that of self confidence."

pendent of the accuracy. Typing it correctly can then become the second goal.

(9) Encourage students to compose at the typewriter. Start them with questions to which the answers require only one word; increase the replies to a phrase, a complete sentence, and then paragraphs. First let them get accustomed to expressing thoughts while typewriting; then start checking on the grammar, spelling, and sentence structure of what they have written. Some of this composition should be read to the class, and surprisingly enough the best students often do not express their thoughts as well and are not as clever as others of lesser abilities nor do they finish any earlier. It's fun to watch the pride of achievement come into the eyes of a student who is often overlooked.

(10) Use music in the early stages to develop continuity stroking and rhythmic pattern. It may be necessary to use different types of music, such as the polka or schottische, for different students.

(11) Allow students with stroking difficulties to use an electric typewriter if one is available. The lightness of stroke required will often remedy faulty touch acquired while typing on a manual machine.

The Emotional Reactions

The third aspect of individuality, and often the most difficult one to deal with, is that of understanding the emotional blocks to learning.

The teacher should, wherever possible, forestall predictable difficulties by seeing that students who dislike each other do not sit near one another; that members of potential class-demoralizing cliques are not seated together; and that crises resulting from romantic interludes should be understood. Slow students should never be placed beside fast typists. The frequent returning of the carriage by a fast typist, as well as the sound of the keys, will often be distracting to the slow typist, retarding his learning and causing lack of concentration or even an emotional upset.

The greatest asset a teacher can build in a student is that of self-confidence. Likewise, an overevaluation by the student of his ability to perform must be dealt with by the teacher in such a fashion that healthy reappraisal will be made by the student without damage to his self-respect. One of the pitfalls we teachers often construct for ourselves is that of speaking glibly of changing someone; and yet we cannot change that someone. The person himself must want to change. If we as teachers do not arouse in him a desire to change, then we are poor propagandists in education; and our teaching is negative because so long as the condition of resistance exists, there is an emotional block to overcome. The problem is to challenge the student so that he will have

a strong enough desire to change and will do something constructive to bring about the change.

The role of the teacher, then, in building confidence is to create in the student a feeling of personal worth. The teacher must find something to praise in each student, and that praise must be sincere. It is more effective if it is given individually part of the time.

The class work should be varied to introduce activities in which each student can perform some task well. The bulletin board is a useful device for displaying the work of all pupils. By collecting samples illustrating the use of techniques such as crowding and spreading, making special symbols, centering, or placement of material on a page, the teacher can see that some work of each pupil is displayed.

The student must realize that on some days he is likely to make more errors or type less rapidly than on other days because of difficulty of material, difference in the temperature and humidity in his surroundings, or his physical condition. Sometimes a student is frustrated because of things that happen outside of the classroom and the result is a natural reaction of inattention or perhaps antagonism. A wise teacher will discount these extraneous conditionings.

Some pupils are afraid of their machines in the beginning. The earlier the techniques are mastered, the earlier the fear will disappear. Here again demonstration is the best solution for bringing about that mastery.

Perhaps a lot of the emotional disturbances are caused by our grading system. It is not fair to consider only the comparative speeds of the typists. Willingness, attitude, promptness, completion of work, and improvement must be considered. For employment purposes, a supplementary report showing what each student can do is far more valuable than a grade to show to the employer. Often the grade does not indicate what the employer thinks it should indicate.

Sometimes maladjustment is a result of the curriculum devised for the students to follow. A student who follows a prescribed course of study often finds himself in a course for which he has no aptitude whatsoever, and yet he is forced to stay in that course a whole year. The curriculum should be flexible enough to permit that student to drop the course and substitute another. Certainly such adjustment of the curriculum to the student is justifiable if we are to progress educationally in caring for differences in individuals.

A special package containing three issues (November 1947-49) of **BUSINESS EDUCATION FORUM** which feature typewriting may be obtained by sending one dollar (postage paid on orders accompanied by check or money order) to **UBEA, 1201 Sixteenth Street, N. W., Washington 6, D. C.**

"The desire to succeed correlates directly with success or failure."

Typewriting and Motivation

By RICHARD C. STOUT
Junior High School
Bloomfield, New Jersey

"But I just don't like typewriting!"

It might be considered fortunate that this complaint is voiced at times by some pupils. In the absence of this or similar statements, a teacher is apt to make a wrong diagnosis of difficulties evidenced. As a consequence, much time may be devoted to unnecessary corrective measures while the pupil makes little or no progress.

Time and again pupils can be observed who succeed despite severe handicaps. This bears out the psychologically sound principle that desire to succeed, or lack of such desire, correlates directly with success or failure. Though lacking such desire does not necessarily spell failure, it does indicate that the pupil is not giving his best performance. Apparently there are many instances when development or stimulation of interest should be the primary corrective measure employed by the teacher.

Few courses can claim the initial enthusiasm of a beginning typewriting class. This is true even in those schools where typewriting is required of everyone. Learning to operate a typewriter with the skill frequently observed is a fascinating possibility to most pupils. Couple a poor introductory lesson with a blank keyboard and threats of the pitfalls of looking at the fingers, incorrect posture, and so on, and many pupils are immediately discouraged at the seeming complexity of typewriting. On the other hand, some teachers are able to thoroughly convince the class of the ease of learning to type expertly. But if succeeding lessons become difficult, some pupils are certain to lose confidence in their ability. The occurrence of such a change in attitude is not always easily observed.

Every effort should be made to detect and remedy the causes for individual discouragement during the beginning lessons. The large size of classes and similar factors are often responsible for the inadequate attention that is given to this problem. Many typewriting failures, including those whose attainments are far below probable ability, stem directly from lack of sufficient individualized assistance and encouragement at the start. Seemingly minor difficulties in developing typewriting skill have a tendency to snowball and seriously hinder later progress. The importance of eliminating

Minor difficulties in developing typewriting skill have a tendency to snowball and hinder later progress.

any such possibilities of failure demands more consideration than is generally given the problem.

Introductory Lessons

Successful introductory lessons should serve primarily to heighten the interest of pupils. Methods of accomplishing this are as diverse as teacher and class personalities. Two principles appear most vital to all opening techniques and should be successful. They are:

1. *The teacher should devote the maximum portion of every period to pupil activity—explanation should consume the least time possible.* This is always applicable, but particularly so with beginning pupils who are eager to experiment with the machines. A brief demonstration is worth many words, and may be said to accomplish more than any other teaching aid. An excellent first demonstration might show how one can tell a professional typist from an inexperienced one by the manner of inserting paper into the typewriter. A class never fails to respond with laughter as the teacher slowly and awkwardly cranks the cylinder knob, fumbling to get the paper straight, much as they had done while experimenting. After watching the correct version, first with moderate rapidity and then in slow motion, the majority of the class can readily duplicate the correct insertion. The few pupils who have difficulty understanding a demonstration can easily be assisted while the others are practicing the techniques in question.

Explanations should be thoroughly planned in advance to obviate any possible lack of clarity. Misunderstood instructions and the necessity for repeating them are time consuming and annoying to teacher and pupil alike. An overdependence on wall charts is noticeable in many classrooms, whereas blackboard diagrams are seldom utilized to their full advantage. The incorporation of these aids with explanations will do much toward reducing the time spent in repetition, thereby providing increased opportunity for pupil activity.

2. *Every member of the class should feel a sense of accomplishment at the close of each period.* Although some operations learned may appear to be insignificant, they can all be made to seem worth while. Many teach-

ers have yet to learn the value of acknowledging every improvement regardless of how slight it may be.

There is a tendency to overburden introductory lessons with too many details in an effort to initiate only "correct" habits. Consequently, pupils learn nothing well and in the third or fourth week forget where the paper release is or how to return the carriage properly. I had this unpleasant experience in my first year of teaching, though it is by no means an error of beginning teachers only. Recently a teacher was heard advocating what he termed the "whole" method of introducing typewriting. This would attempt to coordinate all the skills necessary to the operation of the machine from the very beginning. It is generally agreed that such an approach is likely to bring satisfactory results with only the more apt pupils; it would be overly confusing to the majority of boys and girls.

The demonstration lesson on paper insertion mentioned previously will serve to illustrate a workable method of placing emphasis on individual skills to be learned. At that early stage of learning, other aspects of the final ability to be developed can be largely ignored. Skills are most likely to be remembered and perfected when introduced individually in an effective manner.

Establishment of Goals

Once a class has been successfully introduced to typewriting, the teacher must be watchful for signs of lagging interest. If the entire class is affected, a change in pace would appear warranted. The necessary repetition involved in skill building is worthless if used beyond the point of interest. When an individual appears to lose enthusiasm without obvious cause, a conference outside class will generally be very revealing and the difficulty more readily handled. Merely inquiring, "Is something wrong with you today, John?" does little to convince the pupil of any genuine concern.

The many inherent motivating characteristics of vocational typewriting courses should be capitalized upon. The secretarial student, for example, knows what typewriting standards are necessary in the work for which he is preparing. If he is desirous of obtaining such a position upon graduation, every effort will be made to qualify. More immediate goals must be established within the framework of the particular vocational aims which prompt pupils to take advanced typewriting courses. Otherwise, the final occupational desire may seem so remote as to lack strong everyday incentives.

Present experience with a class in personal typewriting has been particularly interesting since it is a required, non-graded, no-credit course at the eighth-grade level. Many of the incentives attributed to the vocational typewriting courses are lacking, and the de-

mands made upon motivating techniques are naturally stronger. The following are a few of the devices which have been found to be especially effective in promoting an active interest:

1. *Bulletin board displays* at the beginning of the term feature typewritten notebooks and similar work prepared by the pupils the preceding year. Reactions evidenced are generally of surprise at the typewriting ability of friends in the ninth grade, leading to the healthy attitude: "If he can do it, so can I!"

2. *Papers of the Week* is the title of a closely watched bulletin board. A sampling of the better papers each week provides an opportunity to profit by the display of many names. Different groups from the class make the choice of papers for display each week, and this aids in developing the necessary critical attitude toward completed work.

3. *Provision for individual assistance* has been made during a lunch study period. The typewriting classroom is kept vacant at this time with a teacher in attendance. This gives additional help to pupils which would be an impossibility within the regular class time. After the development of basic skill, this period promotes the application of that skill. In the organization of various materials typed, much profitable practice is gained, and more enthusiasm is brought to class because an immediate need has been established for acquiring a more usable skill.

4. *Typing and mailing a letter home* as a sample of accomplishment serves practical purposes. This personal letter is written in connection with an English class letter-writing unit, and typing it serves as the first problem application. Quality stationery is provided by the school administration, and the "realness" of the letter has been tremendously effective in generating interest. As a public relations venture in promoting this course, the results have also been gratifying.

5. *Individual error analysis charts* are kept by pupils for a series of exercises following presentation of the keyboard. Up to this time, error consciousness has not been cultivated to any extent. This is best presented as a game of skill in which the pupil will vie with himself. Pupils will soon be trying to detect their repetitious errors and practicing more intently in an effort to eliminate them. These charts also provide the teacher with a check on the value of particular teaching techniques.

6. *Accuracy and timed writing charts* evoke worthwhile interest from a large portion of the pupils. Despite the criticism of a possible undesirable effect on pupils who do poorly, the substitution of numbers for names detracts substantially from the worth of this device. This criticism is partially avoided by omitting names until the pupils acquire a minimum number of

"Blackboard diagrams are seldom utilized to their full advantage."

words a minute, and by emphasizing competition with oneself. Increases in typing rates are shown in colors, accompanied by the number of errors which must be within established maximums. Comparison of one class with another heightens the interest.

Business education publications contain many suggestions for motivational devices which have been tried and found effective. Seldom would two teachers get the

same result with a particular technique; neither would two classes be likely to respond in an identical manner. Experimentation is necessary to discover which are particularly effective for you, while successful techniques can generally be modified to suit individual class needs.

Once motivation is made an integral part of every teaching presentation, we will probably hear more frequently, "Typewriting is such fun!"

Is There a Place for the Slow Learner in Typewriting?

An ingenious teacher has many devices at his disposal to vary the period.

By ADRIENNE S. RODRIGUEZ
Andrew Jackson High School
New York, New York

EDITORS NOTE: This article was written by a business teacher in a New York City school where it is customary to place the slow learners in separate classes. Although the points in this article have resulted from teaching these special classes, they can be readily applied to a heterogeneous typewriting class as well. It is the hope of the author to be of some help to those instructors who have slow learners in their classes.

Typewriting is easy to learn and is a skill that can be mastered by almost anybody. It is essential that the slow learners in class should not be ignored. In fact, more attention and time should be devoted to these adolescents in the typewriting classroom because they will invariably use this skill when they leave school to seek employment—not many boys and girls in this group complete high school. It is especially important, therefore, that they build skill in typewriting. Not only does this skill aid them in finding employment, but their learning reflects back on the school. These pupils usually work in the community where the school is located and employers, if satisfied with their work, feel that the school has done a good job. On the other hand, if employers are not satisfied, they are quick to criticize the school.

It is true that the slow learner makes the teacher's job more difficult, but the challenge he offers to the teacher, if accepted and met, establishes extremely pleasant teacher-pupil relation which has rewarding results for both instructor and pupil.

A pupil is included in a "slow learner" category if his I.Q. is 85 or lower and if his reading grade is below par. Although pupils are segregated on this basis, the reasons for I.Q.'s and reading grades are quite varied and it is necessary for the instructor to learn to know each pupil as an individual. As a result, therefore, even in these classes there is a heterogeneous grouping. In

teaching these pupils, it is necessary to vary the teaching procedure to meet their needs. The procedure is never the same for two consecutive terms because the all-important factor of "individual differences" is ever present.

It is hoped that the following factors will prove helpful in facilitating the learning process of the slow learner:

Do Very Little Talking—Demonstrate. It has been found that pupils respond more readily to the use of visual aids than if they merely listen to words. Acquiring a skill by imitation is the most natural and the pleasantest manner of learning and produces more effective results. The instructor should give frequent demonstrations at the keyboard. These demonstrations serve two major purposes: they enable the pupils to observe correct typewriting technique and correct touch, and they give the pupils confidence in the teacher.

Give Individual Attention—Win Their Confidence. Pupils, when entering the typewriting class, seldom need motivating because they are usually quite certain that they will like the course. It behooves the teacher, therefore, to keep the pupil interest at this high level throughout the year; this can best be done by actually becoming acquainted not only with the pupil but also with his typewriting problems. It takes time to really get to know each pupil but it is time well spent, and the results are well worth the effort. You will find that if you convince the pupil that you are really interested in his progress and have his welfare at heart, he will work to capacity. Once you have gained his confidence, he will be quite amenable to suggestions.

In the formative stages of typewriting, pupils require constant attention. Care must be taken to insure that eyes are kept on the copy, that fingers are placed prop-

"It is necessary for the instructor to learn to know each student as an individual."

erly, and that the carriage return is accomplished with an economy of time and motion. Constant vigil during the first few weeks eliminates the formation of poor habits which are later extremely difficult to break.

It is suggested that the instructor circulate about the room freely. Standing beside a pupil and obviously looking over his shoulder has little value. Rather, the teacher should snap a general picture of good and poor points, categorize them, and discuss them with the class as a whole, taking care not to embarrass the pupils by mentioning specific names. If a pupil has a specific problem in technique which must be pointed out to him, the instructor should sit beside the pupil and help him, illustrating the correct technique on his typewriter if necessary.

Concert work should be avoided in these classes as the pupils tend to become nervous when they are unable to keep up with the class. In a vain effort to catch up when they fall behind, they lose whatever benefit they might otherwise have derived from the drill.

In Beginning Typewriting, Introduce The Keyboard Over A Long Period Of Time. It is especially important for the slow learner to automatize the keyboard and this can best be done by learning only two or three keys a day and by constant repetition. The repetition should be varied and should include drills for locational security, word drills, and simple sentence drills. Simple monosyllabic words such as *is, it, the* should be typed until they have been automatized.

Instructions Must Be Simple, Clear, And Concise—Constant Repetition Of Material Is Essential. Any statement the instructor makes must be so worded as to be understood by the poorest pupil in the slow learner group. If directions are being given, it is a good policy first to give them verbally and then to write them on the board. Pupils who are still not clear about the instructions must ask questions of the teacher and the teacher only. Learning to depend upon either himself or his teacher eliminates the prevailing tendency to acquire inaccurate information from a neighbor.

When a lesson is to be taught, constant repetition is absolutely essential, both in giving directions and in typewriting. Doing familiar work creates confidence in the minds of these pupils. Also, retyping a poorly typed job gives the pupil a sense of achievement and satisfaction.

Each topic should be taught several times. This can be done by using different examples. For instance, when teaching letter arrangement, have the pupils type the same letter to three people. In this way the boys and girls are typing familiar material and yet they feel a sense of accomplishment in that they have completed three letters at the end of the period.

Break Up The Period—Vary The Learning Process. Straight typing for forty minutes does not hold the interest of pupils because their attention span is short. Relief from straight typing tends to keep them interested and relaxed. By breaking up the period and giving short assignments, the pupils feel a sense of accomplishment and are offered a challenge which they can meet. They know that if an assignment is short, they will have a better opportunity of doing an accurate job. These boys and girls must be able to see results. An ingenious teacher has many devices at her disposal to vary the period. The following are a few: short timed writings followed by computation of speed and remedial work; repetition of the timed writing to give the pupils an opportunity to improve; typing of short alphabetic sentences with a low syllabic intensity and with frequently used words; practice on the insertion and removal of paper; typing of short letters; dictation by the teacher of simple material which may include directions for the following day; and opportunity to type a short paragraph over and over again throughout the term so that the pupil has evidence of concrete improvement.

Praise Generously—"Nothing Succeeds Like Success." Credit should be given for all good work and improvement should be complimented. All criticism should be constructive and should be so worded as to avoid discouraging the pupils. Most of these slow learners realize their shortcomings. Constantly reminding them of these shortcomings does not create confidence, and without confidence in themselves they cannot succeed.

Work Should Always Be Within The Concept Of The Pupil. Material which the pupils do not understand has little interest for them. If they are compelled to type material beyond their scope, they eventually lose interest. These pupils have a definite interest in the subject when they enter the class and it is the duty of the teacher to nurture this interest by providing material with which they are able to cope. The course can then be a source of great satisfaction to the pupil and usually he will make good progress.

Teaching slow learners brings to mind the story of the boy who wanted to hit the bull's-eye on the target with his new bow and arrow. He tried approximately twenty times, was rather unsuccessful, became discouraged, and wanted to give up. At this point a friend came along and insisted that he move closer to the target. His results improved and he regained his interest and confidence.

In teaching slow learners to type, whether they are in an ordinary class or in a special class, we must proceed from the simple to the complex. Although the process is a slow one, it can be varied and interesting for both pupils and teacher.

Personalize Your Teaching

Motivating devices must be used to reward the student or help him to gain recognition.

By CHARLES F. RECKTENWALD
South Side High School
Newark, New Jersey

When we open the doors of our classrooms and see the twenty, thirty, or more pupils facing us, we are looking at an equal number of reasons for taking the typewriting course. The motives will range from occupational objectives to "credits" for graduation. How can we provide for all the pupils in the class? How can we personalize our teaching to reach all these young people? I have gained many worthwhile ideas from the experiences of others which have proved most helpful in handling individual differences.

From the first day in the typewriting room the pupils must be comfortable at the machines and we must teach them how to be. If they are at ease at the machines they will relax, and this relief from the tension will enable them to become skilled typists. Research has found that the best height for the typewriter is that which allows the forearms and hands of the typist to form a continuation of the slope of the keyboard. For manual machines this slope is about 30°. On the electric machines the slope is much less. The chair should be high enough to enable the student to rest his feet firmly on the floor.

It would be ideal if all the desks and chairs were adjustable so we could have each typewriter between 28 and 30 inches from the floor and each chair between 16 and 18 inches high. In our school, however, the desks are bolted to the floor and the typewriters are bolted to the desks, but fortunately the desks are of various heights. Since the pupils are not bolted, they are the movable objects here.

Proper posture at the machine is stressed throughout the entire typewriting course. Differences in physical build may make it easier to type with some variation in the usual form. If the pupil finds he can work easier with his arms away from his body or with the copy at the far side of the desk, what difference does it make? Even the champions have some variations—a raised left elbow for one and different fingering for another. If the deviation, such as wrapping legs around the chair, hinders speed development that practice is stopped. Each case is judged on its individual merit.

Praise Them. Sincere praise is stimulating to everyone. Each pupil should be commended at least once a week for the appearance of his paper, his position at the

machine, his stroking, any feature which will make the praise personal. Ridicule causes tension, and when there is tension there will be errors. The classroom atmosphere is kept pleasant and relaxed. When corrections are to be made, work with the person or persons concerned unless the explanation will be beneficial to all in avoiding difficulties.

The use of the bulletin board is a form of public praise. A committee of pupils selects the material to be displayed. Perfect papers are not always shown because we try to have something from each student on display several times each semester.

Demonstrate Again and Again

How can they learn to solve their own problems? Show them how to practice so that they do not flounder around. A new lesson is demonstrated before the class, not once, but as many times as necessary for the class to understand what is to be done. The demonstrations are always given where each pupil is able to see and hear the entire procedure. Instructions are kept clear and brief. We learn to type by typing, not by listening. Occasionally, if a pupil does not understand the instructions from the class demonstration, either his neighbor is asked to show him what is to be done or the teacher makes an individual explanation at his own machine. In this way he usually understands what is required.

When a pupil is having difficulty, he is asked if he would like the teacher to observe him for a while, then show him at his machine how the keys should be struck or the carriage thrown, or endeavor to remedy what he has been doing improperly. A few papers each week are selected and analyzed with the pupil to find what errors occur most frequently and why. We work out a program of corrective drills, extra practice, or additional work to eliminate the most common errors. Several days later we check to see whether there has been any improvement in control. Then, the next most common errors are selected and a plan is devised to overcome them. If no improvement takes place, he continues his efforts to gain control for several days more and if there is still no improvement we revise our corrective techniques.

"The bulletin board is a form of public praise."

To demonstrate letter writing the teacher types with them line by line. The letter is typed together twice the first day, once the second day, and as a review on the third or fourth day. When a new letter form is presented the same procedure is followed. The pupils develop more confidence working with the teacher. Although most typewriting textbooks are well illustrated and have excellent explanations, they do not show what to do and how to do it. Supplement the textbook with your own "know how" and be pleased with the results. A copy of a letter typed by an advanced class or a duplicated copy for use as a model is even better than the book illustration. Pupils often think of book models as unreal, but a copy of the letter which has been typed on the same size paper they use makes it easier for them to judge distances between the parts of the letter and to follow the form. It is a simple matter for them to compare their final product with the model to determine how well they have done.

Keep Pupils Informed of Their Progress

It is said that an informed person is an enlightened person. Are not informed pupils better pupils?

In speed building, timed writings are given to determine progress. There is a stimulating effect on the good pupils to do better and on the average pupils to improve when the results are regularly posted. To keep the speed record confidential between the learner and myself, each one is given a number, and test results are posted by number.

During the second marking period of the first and second semesters the pupil keeps an individual chart or graph of his speed and accuracy on timed writings. Periodic checks are made to determine the errors or difficulties needing remedial action. These checks enable me to estimate what progress the pupil is making, whether he can analyze his own errors, and discover ways to correct them, and also keep the pupil from neglecting the chart. If the chart is to be a worthwhile device for encouraging self-appraisal some incentive should be given to maintain it properly. Unless the pupil understands how a chart can help him, it will not be a meaningful experience. To be of value, motivating devices must reward him or help him to gain recognition.

Share Responsibilities

It is the pupils' classroom as well as the classroom of the teacher so let them share some of the responsibilities. The bulletin board committee has already been mentioned and other groups are formed as the need or occasion arises. Every class member a participating member is our goal. Two positions rotate weekly—the Secretary and the Room Manager.

The Secretary takes attendance, alphabetizes and arranges completed work, and makes the initial check of the papers. The Room Manager distributes supplies, checks ventilation, and is responsible for the return of textbooks and the general appearance of the room. Most pupils willingly cooperate with the Manager in keeping the room tidy. They may soon be the Room Manager; consequently, they do not make life difficult for the present incumbent.

Although adolescents like change, they do not like to wander aimlessly through a course. After goals and objectives are established help them achieve their aim in the easiest way possible. We learn the easy things first, so keep the learning of typewriting simple.

Change the procedure once in a while to avoid boredom. Hold a contest between competing groups, perhaps the boys against the girls, to give a fresh incentive to faster typing. Art typing, a period every two weeks for personal typing, or describing a recent athletic or social event are other constructive diversions.

Awards and certificates offered by various publishing companies, teaching associations, and business organizations often stimulate the pupils to set up attainable goals for themselves. These tangible evidences of proficiency are valued by the pupils and encourage the effort necessary to achieve their desired objectives.

Emotional problems are quickly evident in typewriting classrooms. Many of the problems are of a personal nature where the teacher can be of little or no assistance. However, it is easier to make allowances and give the extra help needed when we understand the problem.

Evaluate Progress

It is only fair that the pupil should understand how he will be marked. All work done during the class period is designed to encourage maximum effort and to reward such effort. To illustrate, let us take a unit in letter writing. First, the minimum requirements are established—in this case, five mailable letters a week. (A mailable letter has no more than three correctible errors). Handing in the minimum requirements earns a grade of "D;" eight letters during the week, "C;" ten letters and ten work credits, "B;" and twelve letters and 30 work credits, "A." One work credit is given for each page of material typed outside the class and for each extra copy of a letter written during the class time. If a pupil types for a teacher or in the office, five work credits are allowed for each hour.

It is amazing to see how much typing many of the second-semester pupils will do outside of class time. (NOTE: Work credits are never given to first-semester classes. In fact, they are not encouraged to type on any machine other than the one in the classroom until they have developed reasonable competence.)

"Even the champions have some variations—a raised elbow or different fingering."

Timed writings are always given in groups of three with a practice period and corrective drills between each of the writings. The pupil selects the best one of the three for the record. In giving timed writings the material is sometimes previewed and sometimes given as new material. Some boys and girls do better with previewed material while others prefer new matter.

Grading is on a graduated scale with a ceiling limit on errors. When we start two-minute timed writings five errors are allowed, then four, and finally two after six weeks of practice. The same scale is used for three- and five-minute timed writings because it is felt that by the time they are typing these longer periods their control has increased accordingly. Ten-minute timed writings have a ceiling of eight errors which is gradually lowered to five errors over a six-week period.

At one time no differentiation was made in assigning grades for perfect papers and those with five errors. This was changed when it was found that pupils strive to better their past performance when they have a goal. Marks for speed are based on the average of at least three timed writings each marking period, with the emphasis never on one test but on the median of the three best writings.

There are many ways of handling individual differences. No two classes are alike nor can they be treated the same. Each pupil presents new problems and taxes the teacher's ingenuity in handling them. As long as we realize that pupils are human and as long as we follow the Golden Rule of treating them as we would want to be treated under similar circumstances, we will be doing our best for the pupils and for their future.

The Typewriting Laboratory — An Aid in Solving Individual Difficulties

The typewriting program may be adjusted to overcome individual differences.

By GEORGE JOHNSON
Contra Costa Junior College
Martinez, California

CONTRIBUTOR'S NOTE: *Business education in the junior college must be flexible if the program is to be of maximum help to the individuals attending. This is especially true of the typewriting program. The staff at Contra Costa Junior College, believing that it was their responsibility to build a program sensitive to the problems and difficult situations encountered by the students enrolled, developed the typewriting laboratory or workshop.*

Three distinct problems served as the basis upon which the typewriting laboratory was founded. First, many students come to the junior college with a variety of training—variety both in amount and in quality. Some of these students are too advanced for the beginning class but not far enough along for the advanced classes. Or perhaps a student may be at a level of development that is too low for intermediate typewriting. It is unfair to force this student to carry work designed for students whose skill level is much higher than his. It is equally unfair to place the student in beginning typewriting. Other students have faulty techniques which, without improvement, make further progress in typewriting difficult if not impossible. The typewriting laboratory offers an opportunity to continue to build and improve skills until student achievement indicates readi-

ness for re-sectioning into one of the regular courses in typewriting.

A second problem that prompted the laboratory's establishment was the slow-developing student. The student whose work in elementary typewriting does not promise success in an advanced section is given a further opportunity in the laboratory to prepare for the intermediate class. Not only does this function of the laboratory "save" students who may later become efficient typists, but it is psychologically sound, recognizing that individuals differ widely in their rates of skill learning. From the student's viewpoint it has removed, at least partially, a dead end. He has additional time to reach his goal and additional opportunity to decide, on the basis of progress he has made, whether to continue with typewriting in terms of vocational skill.

The third problem which gave rise to the initiation of the laboratory was the desire of students, who already knew how to type, for an opportunity to improve their skill for personal use and to have typewriters available during school hours.

How Is the Class Set Up?

The laboratory is a regularly scheduled class and meets daily at the same hour for the entire semester. Neither grades nor credits are given, and students may enter at any time during the semester. They come into the laboratory as a result of their desire to do further work toward the entrance requirements of intermediate typewriting, because of their interest in improving their typing for personal use, or as an outcome of the pre-semester testing (for students with previous instruction at other institutions), which indicated unreadiness for the advanced courses.

The results of the typewriting laboratory are very direct and real. The student makes sufficient progress to go into the regular classes or he comes up against the fact that typewriting is obviously not his strong field. Those students who come to improve skill for personal use progress in ratio to the effort they put forth. The emphasis is directed entirely upon individual problems and goals. Time and effort are not wasted worrying about credits or grades.

What Methods and Materials Are Used?

The emphasis upon individual problems makes the instructional task a challenging one for the instructor in charge. Some of the students will be typing at 15 or 20 CWPM with very low percentages of accuracy, others will be typing at 40 and 50 and will want help in manuscript typing or some specialized form of production work. Still other students will have to overcome severe error-consciousness before they develop the confidence necessary for further progress. With this variety of individual problems and this range of skill levels, instruction in the laboratory must be primarily one of individual help and guidance.

Each student must understand where improvement is needed, what techniques he must strengthen or re-learn, and, of equal importance, he must know what procedures and drills he must work with if he is to strengthen these techniques and overcome these weaknesses. It is of fundamental importance that the student know the "why" of whatever he is doing. Planning with each student and outlining a program that will help him progress toward his goal are primary responsibilities of the laboratory instructor. Time spent with individual planning early in the semester not only gives each class member a sense of direction but it will lighten the instructor's load in a situation where the demands on his time and effort may be extremely trying.

It is readily apparent that a class of this nature not only requires a large degree of individual instruction, but also demands a great variety and quantity of instructional materials. Drills for strengthening weak fingers, practice materials designed to improve machine

manipulation and stroking, drills that will help the student correct error patterns—all of these and more are needed to supplement the demonstrations and instructions of the teacher.

Has the Laboratory Proved Worthwhile?

Three semesters of the typing laboratory have given evidence that it is doing an effective job in solving the problems or needs which prompted its origin. First, it has taken students who were not yet ready for intermediate typing and given them the opportunity to develop their skill sufficiently to meet the entrance levels of the intermediate class on the same level as the regular student. This has been a help to both the beginning and intermediate instructors. The beginning teacher does not have a number of students who have already had typewriting; the intermediate teacher does not have a group who are far below the level of the regular class.

Second, the laboratory has given the slow-developing student more time to prepare for the next class. Numerous students who would have been discouraged from continuing or who would not have been allowed to go on with typing have progressed satisfactorily in the advanced classes after supplementary work in the laboratory.

The laboratory has proved to be a distinct aid to many typewriting students. It has helped those who were most in need of assistance, and it has given this area of instruction a much larger measure of flexibility. It has not worked perfectly in all instances, nor has it solved all the typewriting problems. It has, however, shown definite promise that it is one way in which the typewriting program may be adjusted to more effectively overcome individual differences.

SELECTED READINGS ON THE TEACHING OF TYPEWRITING

From BUSINESS EDUCATION FORUM (Vols. I-V)

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- "Bring the Electric Typewriter to the Classroom," Ruthetta Krause, Nov '50, p. 19.
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(Continued on page 23)

Our Challenge: To Replace Apathy With Action

Pupils who are aware of their progress take greater interest in their improvement and a more favorable attitude toward typewriting results.

By ARLISLE WOLFF
High School
Two Rivers, Wisconsin

To say there are individual differences within any group is to state the obvious. All educators know there are variances in capabilities among individuals in all classroom groups. The problem goes even deeper than this, which is apparent, for within an individual there are variants in abilities which must be considered to fully understand the person.

If we have a sincere desire to help and understand each individual, we are challenged to investigate the causes of differences in rates of progress and to search for clues to rapid progress. We must appreciate that there must always be some variations in results because of inherent differences. This, however, does not minimize the importance of optimum development for each individual, but rather points the way for an understanding of individual differences and the maximum development of each individual within the range of his ability.

Some factors believed to be significant in analyzing rates of progress among typewriting pupils are presented here.

Reading for Typewriting and Spelling

For a teacher to attempt to understand differences in the typewritten copy of the individual pupils without first understanding how the material is reproduced is analogous to an individual with no mechanical training attempting to fix a complicated piece of machinery. How pupils read and what effect reading habits have on typewriting is, then, of considerable importance.

Reading for typewriting necessitates a detailed recognition of each word, or what is commonly called word-recognition habits. The pupil is, of course, already familiar with individual letters, the combination of several letters into syllables, and the combination of syllables into words. Just how clearly the pupil sees the details of each word and is able to reproduce what is seen will determine, to some extent, the accuracy of his writing. It might be well to mention that the average high school pupil reads over 200 words a minute, or several times the number of words he is typing each

minute, so it is possible for him to scrutinize each word. Inaccuracies are often due to the fact that he is reading too rapidly and not deliberately enough. When reading for comprehension, the words are read rapidly by fragmentary outline with no thought given to the letters or combinations of letters that make up each word (whole-word reading). For emphasis, let me repeat, in reading for typewriting, a *detailed recognition* of the letters making up the word is of fundamental importance. Knowing this is true, and understanding what word-recognition patterns are, the relationship between spelling and reading for typewriting is evident. Donald Fuller, in his study, "Reading for Typewriting," says, "... it would be logical to assume that spelling and word recognition patterns are the basic internal stimuli for typewriting, with the possibility (due to the slow rate of reading in typewriting) of supplementing these stimuli with whole-word patterns."¹

To elaborate somewhat—proceeding from the postulate that spelling and word-recognition are the basic internal stimuli for typewriting, it is logical to assume that the very poor speller is deterred in his progress since each word that causes him difficulty necessitates a pause in his typewriting due to a necessary mental adjustment. For instance, the pupil who has repeatedly spelled the word "receive" as *r-e-c-i-e-v-e* recognizes in his reading the correct position of the *e* and *i*, which calls for a pause while he makes the necessary adjustment and initiates the correct response. Or, without careful reading, because the incorrect letter sequences have become automatized as a result of his past experiences, the error persists. This situation, multiplied several times over because of the frequency with which words that cause difficulty for the poor speller are likely to occur, impedes his rate of speed as well as the accuracy of his work. The importance of understanding this hindrance to a pupil's progress must not be underemphasized, for

¹Donald C. Fuller, "Reading for Typewriting," *Journal of Business Education*, Vol. 19, October, 1943, p. 20.

it is a determining factor in analyzing differences in the accomplishments of individuals.

Conversely, the individual who has very little difficulty with spelling encounters no stumbling blocks when typewriting. As he reads, he immediately recognizes the details of the words as they have become automatized through his past experiences (longhand writing, for instance). Consequently, there need be no readjustment of the internal stimuli which is frequently necessary for the poor speller.

Elden Bond² found a positive correlation of .45 between spelling and intelligence. This is significant because it makes us realize that the component parts constituting the area of individual differences cannot be isolated, but are inextricably bound together.

Overwhelming though the problem of spelling may seem because of the known variances in any class, there is evidence that it can be coped with successfully. Expert typists typewriting foreign-language material are able to typewrite upwards from 70 words a minute. The expert typist, however, is cognizant of the fact that the unfamiliar foreign-language material requires a detailed reading of each word, and that these words or parts of the words are not automatized, as is the case in typewriting straight-copy material consisting primarily of commonly-used English words. His realization of the problem and the anticipation of this difference enables him to reproduce the material accurately and at a relatively high rate of speed. It seems logical, then, to assume that proper reading-for-typewriting habits must be developed in all pupils, with special care being given to those who have difficulty with spelling. There are several media through which this can be accomplished. These are:

(1) *Blackboard Work.* Letter a word on the blackboard and have the pupils typewrite the word as many times as possible before the next word is lettered. After a number of words have been printed, they may be pointed to for repeated practice. The arresting of the eye on a particular word as it is printed or pointed to allows for a detailed reading of each word, complete concentration on the word, and elimination of the problem of reading ahead and the resultant "anticipation" errors. After certain selected words have been practiced separately, they may be combined into a sentence. It is assumed, of course, the words will be graded as to difficulty on a level commensurate with the attainment level of the pupils.

(2) *Tachistoscopic Work.* This provides another medium through which the pupils can be taught proper reading-for-typewriting habits. Words are flashed on a screen by means of a projector, with a sufficient time

lapse between words to enable the pupils to read them in detail. There can be no reading ahead, obviously, so there is detailed reading of that one word. The pupil realizes he must be alert and must concentrate completely on the word before him because of the relatively short time the word will be there.

Fred E. Winger³ of Oregon State College conducted an experimental class in which tachistoscopic training was given. He concluded that those persons receiving such training developed more rapid stroking ability and at the same time typed with fewer errors.

Differences in General Intelligence

In any discussion of individual differences, the variances in intelligence cannot be discounted. That is true not only because intelligence is an index of ability to learn, among other things, but also because of the known correlation between intelligence and past subject achievements which may have a significant bearing on the subject under consideration.

Differences in Motor Capacities

That individuals differ in their motor capacities is also known to be true. Specifically, in relation to typewriting, they differ in their ability to stroke a single letter; in stroking adjacent letters, as in the the adjacent-letter drill; and in opposite-hand stroking, as in the experts' rhythm drill. That there is also a wide variance in stroking ability on straight-copy material is evidenced by Viola DuFrain's recent study, "Individual Differences Reflected By Typing Speeds."⁴ She found a variance of 100 strokes a minute between the slowest and the fastest writer in her experimental class of beginning students in the first ten-minute timed writing (Lesson 9), a continued variance of 141 strokes a minute in the twenty-second (final) writing. Inasmuch as the experimental class was instructed to emphasize speed without regard for accuracy in certain lessons, this study does seem to indicate a true variance in stroking ability. It is also interesting to note that at the upper end of the scale one person maintained the highest rank 13 of the 22 times, while at the lower end of the scale there was a shifting among several members, three pupils having that rank 6 times each, one having it twice, and two having it once each. Also, because the fastest typist at the start may also have the ability to progress at the fastest rate, greater differences may occur as the instruction period is lengthened. From these data it certainly must be recognized that a great variance in stroking ability is likely to occur in any classroom situation where homogeneous grouping in terms of stroking ability is not possible.

²E. A. Bond, *Tenth Grade Abilities and Achievements*, Contributions to Education No. 813. New York: Bureau of Publications, Teachers College, Columbia University, 1940.

³Fred E. Winger, "The Determination of the Significance of Tachistoscopic Training in Word Perception as Applied to Beginning Typewriting," *The National Business Education Quarterly*, Vol. 19 (Spring, 1951), p. 25.

⁴Viola DuFrain, "Individual Differences Reflected by Typing Speeds," *The National Business Education Quarterly*, Vol. 19 (Spring, 1951), p. 12.

These variances in stroking ability are obviously caused by differences in mind-to-muscle development. The pupils who come to us have varied backgrounds and experience; some of them have had considerable training on musical instruments, for instance, and have developed a type of mind-to-muscle response. However, other pupils, with no opportunity for this kind of development, also come to us with the same desire and enthusiasm to learn how to typewrite. It is the teacher's problem to appreciate these differences and to aid in furthering the development of those pupils who already have established the correct pattern of response, as well as to help those persons who do so far have not sufficiently developed the proper mind-to-muscle response. It must be realized, of course, that there will always be differences in stroking ability; nevertheless, it is the teacher's duty to develop *each* pupil to the optimum.

The pupil, if he is to be guided effectively in initiating the correct responses, must be aware of the desired outcome—in this case correct stroking. To familiarize the pupil with the correct procedure, the teacher should utilize his own best visual aid—teacher demonstration. Through repeated demonstration, class as well as individual, the pupil gradually develops an insight into the nature of the correct responses, and through purposeful, directed practice, is able to improve his stroking ability. Teacher demonstration should not be performed on the expert-speed level, but at a level where careful observation is possible. For variation, motion pictures demonstrating correct stroking can also be utilized. Picturesque language should not be overlooked, as it, too, has great value in emphasizing certain points.

Recent studies which have been completed after instruction has been given on electric typewriters indicate that differences in motor control do not present the problems that are evident when instruction is given on manual machines. Since I had only one electric typewriter, the instruction I could give on that machine was necessarily limited. However, the boy who did receive instruction on it remarked the first day, "This is a lazy man's machine—I don't even have to work!" His laborious stroking habits disappeared, and he was able to concentrate on other aspects of learning to typewrite.

Attendant Difficulties Which Result From Inadequate Motor Control

Further difficulties are often encountered by the slow-stroking pupil. He is quick to realize his ineptitude in relation to other members of the class and, in his desire to stay with the group, he is prone to become so absorbed in his stroking that this becomes his primary concern and little thought is given to keyboard presentation.

The feeling of frustration, often experienced by the pupil who feels he is behind in his class, leads to an unwholesome learning situation and creates another

block to satisfactory progress. An understanding teacher attempts to detect pupils who are having trouble and works cooperatively with them to overcome the difficulty. Pupils who are aware of their progress take greater interest in their improvement and generally a more favorable attitude toward typewriting results. Establishment of self-confidence leads to the proper mind-set, without which there can be no satisfactory progress in a skill subject.

Differences in Physical Development

Akin to differences in motor capacities are some of the differences in physical development. These differences are manifest in the size of the hands and in the flexibility and strength of the fingers; other physical differences are the height of the individual, variances in vision, and physical maturation. There are, of course, the extremely handicapped, who, because of the required special training, are not included in this discussion.

Because many of these differences are apparent, they have long been recognized and have been provided for adequately; therefore, it is unnecessary to go into detail regarding them. It need only be mentioned that adjustable tables and chairs are a necessity to provide for the variances in height. Whether or not these are the commercial kind makes little difference; there are numerous devices which can be used to alter the height of the table or chair. Teachers must be constantly on the alert for defects in vision, and where difficulties are noted, the pupils should be referred to the proper school authorities. If blackboard or tachistoscopic training is given, it is especially important to place the students so their eyes are not strained unnecessarily. Individuals with unusually large hands adjust more easily to some makes of machines than to others because of the size of the keys, distance between the keys, and touch. Differences in flexibility and strength of the fingers are closely allied to stroking, a problem which has already been discussed.

The physical maturation of the individual becomes an increasingly important factor as we learn more about the level of growth during which certain motor skills are most economically acquired. John L. Rowe of Teachers College, Columbia University, says the most effective learning in typewriting takes place during the eighteenth year. If, then, a teacher is in a situation where 10th, 11th, and 12th grade pupils are enrolled in the same class, he must appreciate the fact that the 10th grade pupils are at a disadvantage and a greater range in results may be likely than if all pupils were of the same grade level.

Educators have always recognized that differences among individuals do exist, but they are prone to stop there. What causes the differences and what can be done to remedy those that are not inherent are things we too often shrug aside in our zeal to perform the clerical

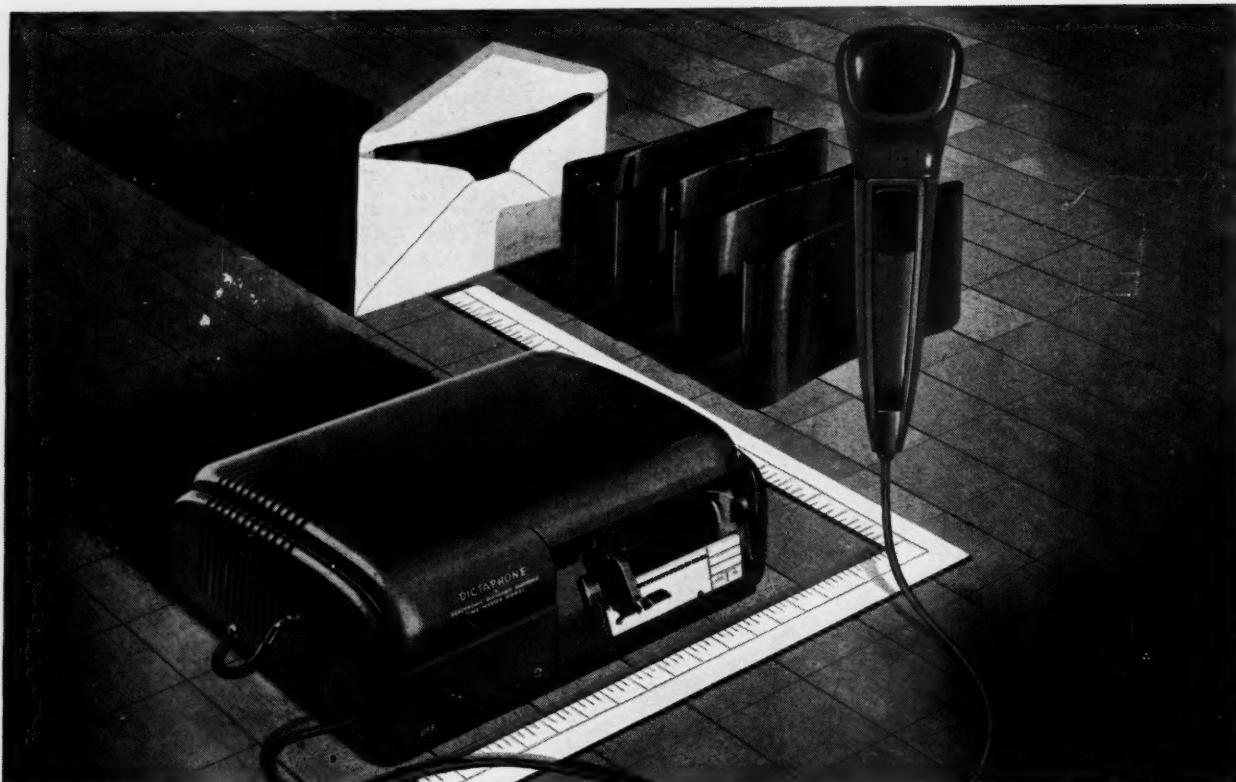
"The proper mind-to-muscle coordination is important for correct stroking."

tasks we think important. It behooves us to do more serious thinking in regard to the *causes* of deterrents to progress. It is believed that improper reading-for-typing is one important cause. Because this is true, we must know how reading for typewriting takes place and what remedies there are for correcting improper habits. We also know that proper mind-to-muscle coordination is important for correct stroking. We must know what techniques can be used to develop the proper response. We must be aware of certain variations in physical development and be alert enough to make the proper adjustment for these variants. And finally, we must be cognizant of the fact that there will always be some variations in progress and results, for there are inherent differences in individuals. That this is so decreed by nature does not give us license to accept all differences in rates of progress without some investigation. It merely means that after each pupil has been developed to the optimum, with a resultant increase in the general achievement level, there will still be some differences in results.

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(Continued from page 19)

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- "Electrify Your Teaching of Typewriting," Priscilla Ewing, Mar '51, p. 29.
- "Error Elimination," Ruth Griffith, Dec '50, p. 28.
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- "Justification for a Typewriting Grading Plan," John L. Rowe, Nov '48, p. 35.
- "Materials Arrangement for Improved Production in Typewriting," Helen Reynolds and Anthony Lanza, Jan '50, p. 15.
- "Modern Approach to Keyboard Learning," Leonard J. Weisberg, Oct '49, p. 29.
- "Motivating Devices for Beginning and Personal-Use Typewriting," Theodore Yerian, Jan '49, p. 10.
- "Motivating Devices in the Learning of Typewriting," Doris Howell, Mar '51, p. 31; Apr '51, p. 30.
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- "Motivation Devices for Students in College Typewriting Classes," E. C. McGill, Feb '49, p. 10.
- "Motivation Devices for Typewriting in the Secondary School," Mary Sufana, Oct '48, p. 8.
- "Objectives for High School Typewriting," Russell J. Hosler, Nov '48, p. 44.
- "Performance Standards in Typewriting," Harves C. Rahe, Nov '48, p. 38.
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- "Pipe Organ Method of Teaching Numbers," Zillah K. MacDonald, Mar '49, p. 9.
- "Prevention or Cure—in Typing!" Frances Doub North, Mar '50, p. 25.
- "Procedures and Techniques for Developing Statistical Skill in Advanced Typewriting," Harry Huffman, Nov '47, p. 25.
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- "Standards and Objectives for College Typewriting," James M. Thompson, Nov '48, p. 48.
- "Standards and Objectives of Typewriting at the Collegiate Level," Ruth Bell, Nov '48, p. 50.
- "Standards for Grading in Typewriting," Verner L. Dotson, Nov '49, p. 19.
- "Statistical Typewriting—a New Job Classification," Elizabeth Butler, May '48, p. 10.
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- "Teaching Invention in Line with Scientific Invention," John L. Rowe, Nov '50, p. 11.
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- "What About Typewriting Production?" Frank E. Liquori, Nov '49, p. 23.
- "When Beginning and Advanced Typewriting Students Are Placed in the Same Class," Marion Wood, Dec '47, p. 17.



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UNITED SERVICES

—SHORTHAND

DOROTHY H. VEON, *Editor*

ACHIEVEMENT STANDARDS IN SHORTHAND

Contributed by Robert P. Bell, Assistant Professor of Business Education, Ball State Teachers College, Muncie, Indiana

The establishment and maintenance of standards is a continuous process which must be flexible for both pupils and teachers. Desirable achievement standards should be given a positive direction. Standards are not effected for the purpose of failing students.

To set general standards for schools would be perilous. However a suggested type of standard may be useful and from this deviations may be made. For practical purposes the suggestions which follow will be limited to end-of-semester standards; in all cases only *minimum* standards are mentioned.

First Semester—Minimum Requirements

A great deal of variance is evident in methods of teaching first-semester shorthand. However, an evaluation applied at the end of the first semester can be little more than an indication of progress toward the final desired result. To accomplish this, the following criteria and suggested weighting might be established:

Ability to take dictation.....	50 per cent
Quizzes given during semester.....	25 per cent
Homework	25 per cent

Fifty words a minute for one minute on material chosen from a recent assignment might be an adequate standard. For higher ratings, the standards would be increased accordingly. Pupils should not know from what lesson the dictation will be selected, and they should not be permitted to have the textbook open during the dictation period. The teacher may require successful performance of at least two such dictation tests in order to achieve the standard.

It is assumed that a number of short quizzes and tests will be administered during the semester and that outside work will be required either as a part of the supervised study period or entirely aside from regular school hours. Both of these are important in the mastery of

shorthand and serve as significant guide-posts in evaluation.

Second Semester—Minimum Requirements

The completion of the second semester represents terminal training in shorthand for many pupils. Consequently, the standards should approximate, if not fully reflect, a usable skill in the subject. Since transcription has already been identified as an essential part of the shorthand program, it follows that the standard must reflect skill in that activity. The following criteria and suggested weighting might be used for evaluation at the end of the second semester:

Ability to take dictation.....	60 per cent
Quizzes and homework.....	25 per cent
Transcription	15 per cent

Sixty words a minute for three minutes on new material, with a maximum of three errors, may be a practical standard at the end of the second semester. At the end of the year, dictation tests should be given on new material, without preview, and dictated in three consecutive minutes. No particular magic can be associated with the three-error limitation, but successful completion of a take should not permit a considerable number of errors, especially at the terminal point of training. The completion of two such takes may be required as evidence of having attained the specified standard.

"Transcription rate" has been given a wide variety of interpretations. For all practical purposes, the transcription period includes whatever time elapses from the time the student is dismissed from dictation until the transcript has been completed, proofread, corrected, and returned for signature. If the transcription time is calculated in this manner, five words a minute may be an adequate minimum standard for first-year pupils. Since the time available for training in transcription at the typewriter during the first year is in most instances rather limited, the suggested weighting is relatively light.

Third Semester Minimum Requirements

The following criteria and weightings are suggested for the third semester:

(Continued on page 36)

UNITED SERVICES

TYPEWRITING

JOHN L. ROWE, Editor
DOROTHY TRAVIS, Associate Editor

TYPEWRITING FOR THE ADULT

Contributed by Evelyn R. Kulp, Ambler Joint High School, Ambler, Pennsylvania

"BEGINNING TYPEWRITING: The purpose of this course is to give beginners instruction in touch typewriting. It will cover the keyboard with emphasis upon correct typewriting technique. At the end of this class students should be able to use the typewriter effectively for personal use."

Words to this effect describe the courses in typewriting being offered in adult school classes all over the country. To what extent can we say that these classes are successful? When we consider the length of time given to instruction in typewriting in the secondary school and the little opportunity for practice many of the adult school students have, it would seem that a class in beginning typewriting in the average adult school could really accomplish very little. However, year after year such classes are conducted, and apparently end with a certain amount of success and satisfaction to the persons involved. Most of the classes are offered for ten consecutive weeks for one two-hour period. As a rule, it is the regular secondary school typewriting teacher who is called upon to teach these classes. At the outset he must recognize that a peculiarly different problem exists.

The size of an adult school class is usually limited to twenty-five. Most important to note at the beginning is the difference in age of the members of the group. Such a class often includes men and women varying in age from twenty to sixty or older. These men and women have varied educational backgrounds. Some have no more than an elementary education, while others are university graduates; some may be teachers, engineers, even housewives. Usually there is someone in the class who has some physical handicap. To teach such a varied group to typewrite with any degree of satisfaction for each one personally and with any feeling of success for the typewriting teacher becomes a real and interesting challenge.

The mental attitude of these people must be considered carefully. Just how do they feel? Most of them have not been enrolled in any classes for many years. They have not had to conform to any classroom procedures for a long time. They do, however, wish to conform in order to escape any feeling of inferiority and to establish a sense of security in their new environment.

It must be emphasized that when these men and women report, usually ahead of time, at the opening session of the class they are as eager and enthusiastic as any high school group. There are always those who are timid, nervous, and hesitant. One of the first considera-

tions, therefore, is to make them feel perfectly at ease. The tension may be at least partially removed by letting them become acquainted with each other. An opportunity for conversation is pleasant and helpful. Words of encouragement from the teacher can also help to overcome some of the nervousness. All members of the group seem to be very serious, showing this very definitely in rigidity and tenseness at the typewriter. Often friends come together and are uneasy and disturbed if they cannot work side by side. Others wish to work apart from any other person. It sometimes happens that friends prefer to work side by side rather than be seated at the make of typewriter to which they are accustomed. Those who own portable typewriters often prefer to bring them to the classroom, which in itself gives some sense of security.

It is necessary to begin the course with instruction on the typewriter itself. By demonstration the teacher can instill a considerable amount of self-confidence in each student. These demonstrations should be carefully planned and well executed, since adults who doubt their ability to learn and to develop a skill are easily scared, and tend to become nervous and tense. Emphasis on skillful and correct technique is always the best guarantee of both speed and accuracy, but the teacher must be especially careful not to cause nervousness or a feeling of inferiority in these older persons. For the first few lessons, it seems best not to pay too much attention to individual work.

The reasons for which adults enroll in these classes are many and certainly they are varied. These reasons remain the real motivation throughout the class. In most adult classes the majority wish to learn to use the typewriter for their own personal use. Often women find it desirable to earn extra money and take the class in the hope that eventually it may be the means of securing employment. Both men and women enroll in order to advance in the positions they hold. One mother worked arduously during the past winter to help relieve her anxiety about her son fighting in Korea; several teachers enrolled so that they would be able to type papers for their classes in graduate school. Perhaps one of the most interesting reasons encountered was that of an older woman who wished to learn to typewrite in order to keep her fingers from getting stiff from arthritis—certainly a unique reason. The foregoing reasons were cited simply to emphasize the fact that there is little need for special motivation except in rare cases. The majority of the adults who enroll feel that the development of typewriting skill is interesting and offers a suffi-

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HARRY HUFFMAN, Editor
FRED C. ARCHER, Associate Editor

TAX COMPUTATION—A NEW STEP IN THE BOOKKEEPING CYCLE

Contributed by Robert L. Ferguson, Western Illinois State College, Macomb, Illinois

Present tax courses and tax units are confined too much to advanced classes and therefore do not meet the needs of the vast majority of our accounting and bookkeeping students, who take only elementary classes, yet who are subjected to tax accounting problems on the job in ever increasing numbers. Many of these problems are well within the grasp of an elementary student and should be down-graded to that area.

Business enterprises are not only being subjected to more and more taxes, they are being called upon to collect more and more taxes for the federal and state governments. This tax collection function has become more burdensome from a record-keeping standpoint than the payment of direct taxes. For example, social security laws, federal excise tax laws, federal income tax laws, state sales tax laws and many others require that businesses both large and small collect a variety of taxes from employees and customers and be responsible for the accurate recording and prompt payment of same. This has increased the bookkeeping problems of businesses to the extent that tax computation has become a new step in the bookkeeping cycle. In addition to this, countless forms (more than a thousand a year for many corporations) must be filled out by businesses in order to comply with tax laws. These duties have been forced upon the businessman and he needs capable bookkeepers and accountants to accomplish them, because they are primarily accounting problems so far as the businessman is concerned. That is, before social security taxes, excise taxes, property taxes, withholding taxes, personal income taxes, or the numerous other taxes can be collected and paid, they must be handled by accounting methods, many of which are prescribed by the government.

For example, certain tax laws have affected record-keeping as follows:

Social Security—(1) Changed payroll entry as well as computation of net pay. (2) Multiplied number of tax forms to be prepared. (3) Required special payroll form subject to inspection by government. (4) Forced addition of special columns to journals in many cases. (5) Increased number of accounts in ledger.

Federal Income Tax—(1) Necessitated the classification of expenses as deductible and non-deductible. (2) Required special payroll records to maintain facts regarding withheld taxes. (3) Required the deter-

mination of own tax based on business profits. (4) Introduced new accounts such as Employees Income Tax Withheld, etc.

Federal Excise Taxes—(1) Required computation of tax on the spot at time of sale, complicating the original record of sale. (2) Periodic report of sales output, and tax liabilities must be compiled for proper authorities.

The preceding are merely incomplete examples showing how bookkeeping is affected by each new tax law. To this list could be added property taxes, sales taxes, license taxes of various kinds, special taxes applicable only to certain types of business, unemployment insurance, plus the numerous taxes levied on corporations just because they are that particular form of business enterprise.

An undesirable result of the lack of instruction in elementary tax accounting is the prevailing tendency on the part of many businesses to take their tax problems to specialists while doing the remainder of their bookkeeping on the premises. This becomes a rather large expense item which, added to the cost of hiring the other bookkeeping done, makes the cost of record keeping excessive.

It would seem that hiring a bookkeeper should result in all the bookkeeping being done, not just "all except tax accounting." A tax specialist is an important person in the business world, but it should be possible for the businessman to get ordinary, elementary tax work accomplished without resorting to the heavy cost of hiring a specialist to do it. In many cases this practice is comparable to hiring a medical doctor for the application of a band-aid to a minor scratch. It is done because bookkeepers are not being taught the elementary aspects of tax accounting, which would relieve the tax specialist of this work, and the businessman of the added cost of employing a specialist for non-specialized tasks. However, a tax specialist should be consulted when needed just as any other specialist.

Due to this increasing need for bookkeeping personnel trained to solve elementary tax accounting problems, comprehensive instruction in tax bookkeeping on the high school and first-year college level is needed. With the elementary aims in mind the instruction might be outlined briefly as follows:

- I. Introduction. (Importance of knowledge of elementary tax bookkeeping.)
- II. Social Security Taxes. (Who affected, how figured, when and where payable, etc.)
- III. Withholding taxes. (Who affected, use of tables, when and where payable, etc.)

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UNITED SERVICES

MODERN TEACHING AIDS

LEWIS R. TOLL, Editor
MARY BELL, Associate Editor

FREE MATERIALS ON INVESTMENTS

Contributed by J. Leroy Thompson, Educational Service Bureau, The Wall Street Journal, New York City

This list of free aids was originally developed as source material for use in colleges and universities. However, much of the material is adaptable to and available for use in secondary schools. The list is not meant to be all inclusive. While none of the materials have been evaluated for their usefulness to teachers and students—the compiler believes that the teacher should examine the material and then decide whether or not it can be adapted to his particular courses.

The Educational Service Bureau of *The Wall Street Journal* has checked with each of the firms supplying the materials to ascertain the availability. Addresses are included in the listing so that all the teacher needs to do is to write to the company supplying the aids. Be sure to identify the aid by repeating the description title given in this issue of the FORUM.

Association of Stock Exchange Firms, 24 Broad Street, New York, N. Y. Henry W. Putnam.

In Account With (name of member firm). Information about the services and workings of the Stock Exchange firms. Limited quantities.

Money at Work. A film described under the New York Stock Exchange listing. A folder describing the film is available.

Bache and Company, 36 Wall Street, New York, N. Y. The Public Relations Department.

Commodities, 1950. Statistics and information about contracts for future delivery of commodities. Unlimited quantities free.

Commodities Review and Outlook, 1950.

Gold versus Uncertainty.

Metals, 1950.

Platinum and Your Dollar. Other periodic reports of the research department include reports on individual companies and industries. Unlimited quantities free.

The Bache Selected List. The company's recommendations on stocks and bonds. Revised periodically.

A teacher's name may be placed on the free mailing list.

Dun and Bradstreet, Inc., 326 Broadway, New York, N. Y. A. M. Sullivan, Advertising Manager.

Peaks and Valleys in Wholesale Prices and Business Failures. This is the title of the lead article this year. A new booklet, in two sections, is published each year; Section I is a lead article of financial tables based on ratios of manufacturers, wholesalers, and retailers. Unlimited quantity free while supply lasts.

Francis I. DuPont and Company, 1 Wall Street, New York 5, N. Y. Advertising Department.

Gleanings from the Research Department.

Market Pointers. The first is a semi-monthly bulletin and the other is a monthly release. Comments and opinions from the research staff.

Opening an Account. A brief explanation of stock market dealings. Single copy free.

Trading in Commodity Markets.

Commodity Commission Rates and Initial Margins. Information about commodity markets. Single copies free.

E. F. Hutton and Company, 61 Broadway, New York, N. Y. Edward B. Holschuh, Manager, Investor's Service Department.

Monthly Market and Business Survey. 8-page circular. Single copies free.

Special Reports on industry prospects, groups of stocks judged particularly interesting or individual stocks meriting more complete discussion. A 4-page letter size publication. Single copy free.

Investor's Aid. Published once a year. Also, special bulletins are prepared periodically on such subjects as investment policy, tax problems, etc. Single copy free. A teacher may be placed on the free mailing list for the special reports.

Kidder, Peabody and Company, 17 Wall Street, New York, N. Y. Head of Research Department.

The Strategic Position of the Air Transport Industry. Single copy free.

The Improved Status of Cement Stocks. Single copy free.

A Study of Montana Power Company.

Public Utilities Preferred Stock.

Merrill Lynch, Pierce, Fenner and Beane, 70 Pine Street, New York 5, N. Y. Public Relations Department.

How to Buy and Sell Commodities.

How to Invest.

How to Read a Financial Report.

What Everybody Ought to Know About This Stock and Bond Business. First three are booklets and the last a 2-page pamphlet. All are intended to help the investor. Unlimited quantity free.

National City Bank of New York, 55 Wall Street, New York, N. Y. Head of Publicity Department.

The National City Bank Monthly Bank Letter. A review of national and international business and economic conditions. A teacher may be put on the mailing list.

The New York Cotton Exchange, 60 Beaver Street, New York, N. Y.

New York Cotton Exchange—Cotton Futures. History of the exchange and the futures contract system, its purpose and operation. Unlimited quantity free.

The New York Curb Exchange, 86 Trinity Place, New York 6, N. Y. Public Relations Department.

Advantages of Listing. On an exchange, and the requirements of listing on the Curb Exchange. Single copy free.

Dividends for More Than a Decade. A list of common stocks on the Curb Exchange. Single copy free.

New York Curb Exchange—An International Securities Market. Story of the Curb Exchange and its operations. Unlimited quantity free.

The New York Stock Exchange, 11 Wall Street, New York, N. Y. Public Relations Department.

Investment Facts About Common Stocks and Cash Dividends. Common Stocks on the New York Stock Exchange that have paid cash dividends every year for 20 to 102 years. Single copy free. (Continued on page 37).

MARY E. CONNELLY, Editor
REGIS A. HORACE, Associate Editor

BUSINESS ENGLISH TEACHER CAN HELP GENERAL ENGLISH TEACHER

*Contributed by Mother M. Stephen, R.S.H.M., Sacred
Heart of Mary Academy, New York City*

Every teacher considers himself more or less a "specialist" in his own field. This feeling undoubtedly accounts for the fact that no teacher believes that his subject can be excluded from a list of "irreducible minimum knowledge." Cooperation between two such "specialists" offers each an opportunity to benefit by the specialized knowledge of the other. A case in point would be the fields of business English and general English in the high school. The general English program offers inadequate preparation of pupils in the art of letter writing and business letters in particular. The business English teacher is well qualified to aid the general English teacher to supply this deficiency.

The reasoning for this idea will follow the pattern of a syllogism: *Major premise*—Everyone of necessity has to write letters during his life. *Minor premise*—"Only one of a hundred pupils habitually writes a letter in correct form."¹ *Conclusion*—Therefore the vast majority of boys and girls do not know how to write letters. Many implications follow from this conclusion.

"Everyone of necessity has to write letters during his life." General academic pupils in the English class are carefully sequestered from the contaminating influence of the vulgarian little sister—Business English. However, general academic pupils are bound to encounter, in later years, the mundane world of business, even as remotely as the average teacher applying for a position. The personnel manager of a large concern said that a conservative estimate would show that fifty per cent of the applicants were immediately screened out because of the poor standard of the letter of application. These letters are often painfully inadequate representations of the writers simply because, when in school, the young people were not taught how to proceed.

Where is the academic student to learn the mechanics of letter writing if not in the English class? Yet, the Regents' survey of the teaching of English in New York State revealed that the letter form as such tends to be ignored in the upper years; while attention is being given to highly technical grammatical elements. This same survey showed that composition dealt with letter writing.

"Only one out of a hundred pupils habitually writes a letter in correct form." This fact also was revealed by the survey. Traditionally the general academic program is considered as college preparation work. Yet,

we know, from all available statistics, that an amazingly small percentage is finally matriculated. Those who fell by the wayside are usually absorbed by business. We generally look to those who have completed college for leadership in various fields such as professions and business. Many of these persons enter small businesses. Training them in the secondary school to the proper forms of letter writing will indirectly raise the tone of letters written by them in mature years. In the training of stenographers we emphasize current usages in letter writing and stress the fact that letters should not be stereotyped. We then send them into innumerable small firms. Their employers (the products of general academic courses) look askance at "modern" letter forms. A stenographer will often tell her former business teacher: "My boss always says 'Yours of the second instance'." Why not? His father used that and made a success of his business. He himself was "college preparatory" in high school, and never learned that letters like that are no longer in good form. We can, however, teach his son who will eventually dictate to one of our stenographers. This may seem a forced flippancy, but consider the number of small business firms whose owners are unaware of office trends. While seemingly far-fetched, it does belong in the total picture.

"Therefore, the vast majority of boys and girls do not know how to write letters." In this article, we are making reference always to business letters as one specialized form of letters. To quote a leading business education instructor in one of the outstanding universities, some of the common weaknesses of the student: "He doesn't know how to spell, he doesn't know where to divide words, he doesn't know how to use words, he can't proofread, and he doesn't know where to put punctuation marks because he doesn't understand them."

Punctuation is Important, Too

Indeed, punctuation becomes a morass wherein many a youth sinks. The usual argument offered by the general English teacher when confronted by these conditions is that there is insufficient time to remedy them. The teacher feels that there are more important aspects of the work that need to be done such as instilling in the boys and girls an appreciation of the cultural background of English. As a general English teacher as well as a business English teacher, I have a deep regard for the classics but I combine with it an awareness of current needs.

The average boy and girl just gives up and submits to the high school "survey" course but he just surveys the pieces offered for inspection, accords them the rever-

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¹Dora Smith, *Evaluating Instruction in Secondary School English*.

UNITED SERVICES

DISTRIBUTIVE OCCUPATIONS

WILLIAM R. BLACKLER, Editor
JOHN A. BEAUMONT, Associate Editor

MORE FUN—BETTER EDUCATION

*Contributed by Vida Alexander, Vocational Coordinator,
Mankato High School, Mankato, Minnesota*

Real store equipment makes a much more meaningful experience for the pupils who participate in our "capsule class" for pre-Christmas sales training at Mankato High School. The Sears Roebuck Model Store has provided an invaluable setting for such a class for the past five years, and the merchants of Mankato have provided the display merchandise as well as the incentive to make the program a purposeful one. To be able to handle and demonstrate real merchandise to live customers, to ring up a sale on a real cash register and count out change in tangible money, even though only stage money, to make out an actual sales slip and wrap the purchase and to complete the sale with the smile and thank you, gives the pupil who is going out on his first job that comfortable feeling of knowing what he is supposed to do and how to try to do it.



Sales demonstration contestants in the Christmas sales training class at Mankato High School are judged by local businessmen.

Which of These Texts Would You Like to Examine?

TESTED TRAINING TECHNIQUES

by Kenneth B. Haas and Claude H. Ewing. Presents a wealth of techniques which have proved practical in a great variety of training situations.

111 pages; 5% x 8%; published 1950

BRASS TACKS OF SKILL BUILDING IN SHORTHAND

by Hazel A. Flood. A basic text preparing students to teach any system of shorthand. Emphasis is on "how to." Includes methods of teaching medical and legal shorthand, and court reporting.

240 pages; 5% x 8%; published 1951

PREPARATION AND USE OF AUDIO-VISUAL AIDS

by Kenneth B. Haas and Harry Q. Packer. Gives definite instructions, ideas and methods on setting up and using various kinds of equipment: movies, slides, radio, sound systems, television etc.

327 pages; 6 x 9; published 1950

OFFICE AND SECRETARIAL TRAINING, 3rd Ed.

by Rufus Stickney, Blanche Stickney, Helen J. Horton and Harriet S. Weil. An up-to-date, comprehensive, "how-to" course in office practice and secretarial work. Student "works" for one firm throughout course, handles every kind of office and secretarial duty. To be published soon.

Workbook and Teacher's Manual Will Be Available

THE FILM BOOK: For Education, Business and Industry

by William H. Wilson and Kenneth B. Haas. Tells how to obtain, produce and use films. Complete coverage of training films. Many diagrams and illustrations.

257 pages; 6 x 9; published 1950

Send for Your Copy of any of these texts today

EDUCATIONAL BOOK DIVISION

Prentice-Hall, Inc. 70 Fifth Ave., N. Y. 11, N. Y.

Last year, out of a group of forty-one, approximately seventy per cent of the pupils obtained employment through this class. With some of the boys and girls being only fifteen years of age, and the inevitable few being not recommendable, this seemed a satisfactory result. There were five two-hour evening sessions during the weeks immediately preceding Thanksgiving. At these sessions we studied with the aid of films, and discussed topics such as the ones listed below:

- How to Apply For a Job
- Good Job Attitudes
- How to Handle and Display Merchandise
- How to Make Out a Sales Slip

At some of the sessions businessmen came in to lead the discussions. After a short review and test, the last session was given over to a volunteer sales demonstration contest in which thirty-two of the pupils participated. The contest was held in the model store laboratory. The judges were local businessmen. The retail division of the local Chamber of Commerce furnished several fine prizes which had been donated by the merchants. These merchants welcomed the opportunity to secure temporary sales clerks who had received basic training such as this class provided. The value of a short basic training class would be difficult to dispute. It gives the school an opportunity to give partial community service to the workers, to the merchants, and to the customers.

HAROLD B. GILBRETH, Editor
GLADYS BAHR, Associate Editor

TEACHER MOTIVATION FOR GENERAL BUSINESS

Contributed by Fairy Christian McBride, Louisiana Polytechnic Institute, Ruston, Louisiana

CONTRIBUTOR'S NOTE: *By way of advice to a group of business education students, a young man in his first year of teaching said: "Don't ever let them assign you a class in general business; it is the dullest subject you can ever imagine. It bores me to death!" The students, who had experienced some rather enthusiastic study in methods for handling such a subject, came forth with volleys of questions, followed by suggestions as to how he might make the subject interesting to himself and to his pupils. Maybe those suggestions set him to thinking and planning.*

The situation too often arises in which the teacher of general business does not *want* to teach general business, and the students in the class do not particularly enjoy it. Why? Would you say that the teacher lacks motivation? Do you think he has a feeling of inadequacy for teaching the subject? Does that mean that teachers of general business should have a special kind of training for teaching general business? If so, why is this true, and what background of training should that teacher have?

To become a good teacher of general business (as in any subject) the person must be aware of its importance to the students who will study the subject. To be aware, the teacher must be thoroughly conversant with the goals and objectives, and with the content of the course. When he can become enthusiastic about the importance of the course, and can feel that he is thoroughly prepared to handle it, then he can muster the self-confidence necessary to approach the teaching problem with hope for success. When the teacher realizes that he can serve a special need inherent in all students, and that the value of his services to the student, the school, and the community can hardly be equalled by any other teacher, then he can approach the problem with enthusiasm.

The Place of General Business in the Purposes of Education

The well-trained business teacher will see his "place in the sun" as he contemplates the privilege of teaching general business if he keeps in mind that self-realization, economic efficiency, and civic responsibility are the objectives of the course. He can visualize the definite opportunity to help in developing his pupils through each of the four avenues which are also established as the purposes of education:

In general business the student learns more about the everyday activities of people in various types of employment, and begins to recognize himself as an active

part of that whole procedure—self-realization.

In general business the student observes the results of cooperative efforts in business, in school, and in the home; he begins to realize more and more that his cooperative efforts are important in his classes, in his home, and in his community.

In general business the student becomes aware of his economic efficiency, or lack of it, as he accepts responsibilities for work to be done, for money to be handled, for purchases to be made, and for goods to be used.

In general business the boys and girls experience civic responsibility as they take their places in the group as they plan and present discussions, as they participate in planning and conducting field trips—in each case considering the needs and welfare of the group as a whole.

The teacher of general business, in order to work confidently and enthusiastically, should have a broad business subject-matter training as well as a broad work experience in business activities. The first is seldom questioned; the second is seldom secured. There is a question as to which should come first; the logical answer, probably, is "both;" meaning that the prospective teacher of general business could profit most by having varied work experience along with his specialization—alternately, or in a work-experience program which is well developed.

The teacher of general business needs more varied work experience than does the teacher of skills. For instance, the teacher of typewriting or shorthand would profit most by working in offices—both large and small—in positions as stenographer, or secretary, and in clerical positions. The teacher of bookkeeping would want experience as a bookkeeper in several types of small businesses and in other phases of bookkeeping as it is handled by the large companies in large offices.

The teacher of general business would need to work as a clerk, stenographer, bookkeeper, and in other positions in which he might find employment—banks, stores, factories, transportation companies, communication services, and other business activities. The general business teacher should be able to profit professionally, if not economically, by spending the vacation periods in securing additional work experience, at the same time keeping up with what is happening in general education and in business education.

The general business teacher who has a personal understanding of the innerworkings of business organizations can approach his teaching duties with (1) ability and (2) self-confidence. He knows the importance of the subject to the students and how they fit into the whole picture; he can evaluate the conditions and needs of the school and the community; and can secure and

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"It's not only fun, but I am learning and getting paid for it!" exclaimed Eileen Melcher, a senior at Manual High School in Peoria, Illinois. Eileen works fifteen hours a week in the training office at the Caterpillar Tractor Company. Marilyn DuBois from



Central High School feels much the same concerning her filing job at Caterpillar. The purchasing department's Kardex files are handled by JoAnn Maze. JoAnn declared proudly, "We took tests, were interviewed, and selected like full-time employees."



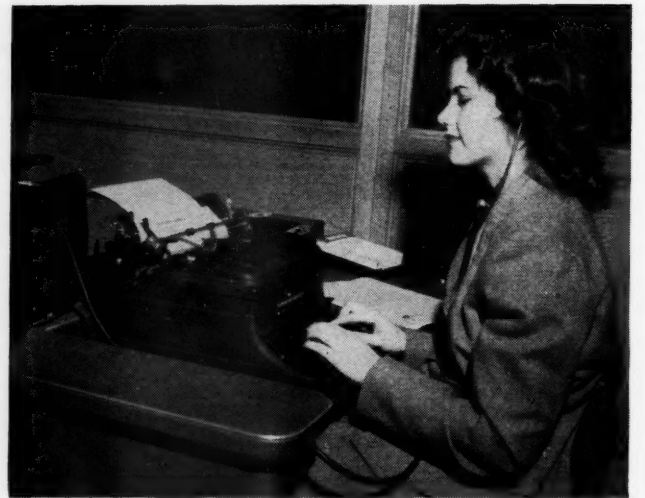
Donna Neely will fill her assignment in the sales stenographic section at Caterpillar throughout the school year, but her supervisor will see that she learns many other phases of office work.



Edward Stevens operates a comptometer in the cost accounting office. He is applying the knowledge and skill gained in the classroom at Central High School to an actual business situation.



Working with massive ledgers at Caterpillar alerts Reyborne Cottingham to the importance of learning accounting procedures.



In advance of graduation at Manual High School, Marian Gann is becoming proficient in transcribing voice recordings.

ERWIN M. KEITHLEY Editor
CHARLES B. HICKS, Associate Editor

LEARNING AND EARNING THE CO-OP WAY

*Contributed by Mary Sullivan, Board of Education,
Peoria, Illinois*

Cooperation between the school and business is fine. Of equal importance is cooperation within the classroom. My office occupation pupils and I are partners—not only outside the classroom but within the classroom.

My office occupation classes and I—working together—decide what type of office work each pupil thinks he would like to do and where he would like to work; then we try to fit this type of work into our list of employers and their wishes. Some organizations, such as the Caterpillar Tractor Company, where seven of my pupils are working, have their own training program. This plan naturally makes a perfect set-up for my office occupation pupils. In any cooperative program, it is extremely important to find an employer who really wishes to cooperate with the program—one who understands us and our set-up and who enjoys working with boys and girls, not one who is simply in the market for cheap, part-time help.

Our pupils work every afternoon from 1:30 or 2:00 P.M. and on Saturdays. With this work experience, it is a simple matter for each pupil to understand why he needs to make good use of the morning class time at school: to practice his shorthand, to learn to operate various office machines, to type more accurately, and the like. He's getting paid! He has to be good! He also wants to prove to his employer that the latter has not hired just another irresponsible "kid," but that he has an employee who is a poised, high school senior. In short, slowly but surely, my boy or girl grows up.

Ed is no longer the junior boy who skipped school last year and entered late this year because he did not want to come back this fall; he is now the Caterpillar Tractor Company employee who would not miss either school or work unless it is absolutely necessary. As he said to me one morning on the way to school, "It's a good deal!"

The pupils feel, too, that they just can't afford to have any of their members get fired—it would give the school a bad reputation among businessmen. They try to help each other as much as possible. They discuss their problems quite frankly with each other in group discussion, giving suggestions as to what should be done by those pupils who are having difficulty in getting along in their particular office. The class office manager (chosen by the pupils) also talks with fellow classmates who have problems with which he may be able to help.

At the present time one entire class is helping one of the too-shy members who will be given the name of

Mary. Mary's problem was presented quite frankly to the class. Elaine said she had had the same trouble several years ago and brought a list of activities she thought might help Mary. These included coming over to her home and learning how to play Canasta, taking exercises to improve posture, and learning the art of make-up. Elaine had a conference with Mary during most of the hour and one-half class period one day to discuss their common problem of shyness. The office manager cooperated by giving Mary the job of reading announcements each day. Other pupils have made it a point to draw her into their early morning visiting sessions before class and between periods during the day. They are quite proud of Mary now because she has shown considerable improvement. She got books on personality from the city and school libraries and from the school psychologist. Never before had she tried to help herself. Never before had anyone cared enough to do anything about her problem. Even Mary's employer is quite interested in seeing that she continues to improve.

Helping Mary is just one example of why I say we're partners—my classes and I. Working together and helping each other, our aims are accomplished less painfully, and pupils naturally acquire considerable poise and a sense of responsibility.

These are the specific things which contribute to a top-notch partnership:

1. An employer should be one who tries to satisfy pupil needs and desires.
2. He should be one who likes boys and girls and understands them.
3. He should be one who is willing to cooperate 100%—not one who is looking for cheap part-time help.
4. The classroom is the scene of further skill development—practice which has a tangible objective and is related closely to the pupil's job.
5. The classroom work should be directed toward each pupil's specific needs—poise, judgment, a mature way of thinking, or whatever is needed.
6. The classroom discussions should be open and frank. Each pupil should voice his opinions and the entire class should help each member with his individual problems. For example, Ann is helped with her problem of shyness. The entire class, the employer, and the teacher contribute their ideas and help to solve Ann's problem.
7. Finally, teacher, student, and employer are all active members of the partnership. There is one common aim: the growth of each member. The role of each member of this partnership is apparent to all and each contribute his best to the partnership. Such a partnership contributes to real pupil growth.

UNITED SERVICES

PROFESSIONAL READING

Methods of Vocational Guidance, by Gertrude Forrester, D. C. Heath and Company, 1951 (rev. ed.), 463 pages, \$4.25.

FOR THIS REVISION of *Methods of Vocational Guidance*, Dr. Forrester sought the criticism of leaders in the field of education as well as suggestions from fellow-teachers in the secondary field. As a result, the materials incorporated have a wide appeal to those interested in occupational guidance—for the teacher, counselor, dean, department head, or principal, whether working in a small high school or in a metropolitan area.

Specific aids for broadening the student's concept of existing opportunities are described. These include visual aids through the film strip, the motion picture, and the radio; the use of sources of occupational information; and methods for acquainting the student with occupational information through activities within and without the classroom.

The entire program, enlisting as it does the cooperative efforts of school advisers on all levels, of health specialists, parents and community organization, centers around giving the student an understanding of his potentialities and his opportunities; his special aptitudes, interests, and problems; his place in his social environment. Student participation and investigation constitute an important part of a given exploratory program. The responsibilities of both student and counselor are carried through the job placement period. A follow-up is suggested as a part of the plan to help the student gain respect and recognition in his work environment.—HYLA SNIDER, *Connecticut College, New London*.

Occupational Outlook Handbook, Bulletin 998, U. S. Department of Labor's Bureau of Labor Statistics in Cooperation with the Veterans Administration, 1951, \$3.00.

THE MOBILIZATION program has changed the employment outlook for nearly all students of business education. Expansion of the Armed Forces, defense industries, and government employment is increasing opportunities for many types of clerical and sales workers, but decreasing opportunities for others. Defense activities are also affecting training and qualifications requirements, locations and industries in which workers are employed, earnings, and working conditions.

This type of information, as well as long-run trend and outlook data, is embodied in the 1951 edition of the *Occupational Outlook Handbook*, released in August. This edition is completely revised to show the impact of the defense program on employment opportunities in all industries and occupations described in the first edition and to include additional information.

The new volume contains reports on major industries in the U. S. and on more than

400 occupations. Reports on clerical occupations include those found in all industries, such as secretaries, stenographers, and typists; bookkeepers and accountants. Sales occupations covered include salesmen of automobile parts, farm supplies, general insurance, and life insurance.

Comprehensive, up-to-date occupational data on these and other related occupations are valuable to business educators now facing the problem of streamlining the business education program to keep pace with our stepped-up defense requirements for trained workers. Educators can contribute immeasurably toward full utilization of our manpower resources and toward increased productive potential by helping each young person choose, prepare for, and obtain employment in which he can be productive and satisfied.

The handbook is an indispensable tool for acquainting business education students with the requirements, opportunities, and trends in various industries which employ clerical and sales workers as well as with other fields; for leading them to think realistically concerning occupational planning; and for acquainting them with sources of information which they will need when making future occupational changes.

The handbook is available from the Superintendent of Documents, Washington 25, D. C. (Discount of 25 per cent on orders of 100 or more.)

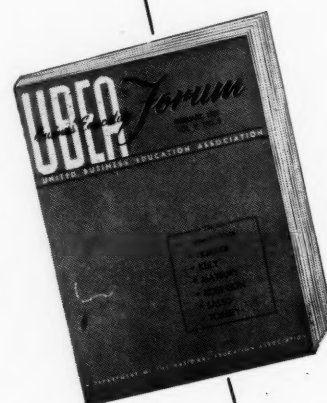
New Booklets

How to Conserve Stenographic and Typing Skills (Catalog No. CS 1.54:1), Government Printing Office, Washington 25, D. C., 1951, 10 pages, 5c. A handbook for supervisors prepared originally by the former Interagency Stenographic Conference, a group of 157 supervisors and training officers, representing 55 Federal agencies, organized under the sponsorship of the Civil Service Commission for the purpose of interchanging ideas about training and utilization of stenographic and typing personnel. The handbook has been revised and reissued by the Civil Service Commission as an aid to better personnel utilization.

How to Get a Job by Mail by Robert T. Hay, College of Business Administration, Fayetteville, Arkansas, 1951, 52 pages, \$1.00. (Paper bound). The puzzled job seeker confronted with the task of making "application by mail" will be grateful for the considerable amount of helpful information packed within the pages of this booklet.

Leadership and Participation in Large Group Meetings, NEA Division of Adult Education, Washington 6, D. C., 1951, 50c. A reprint of two articles on "Leading the Large Meeting" and "Improving Large Group Meetings" which originally appeared in the *Adult Education Bulletin*.

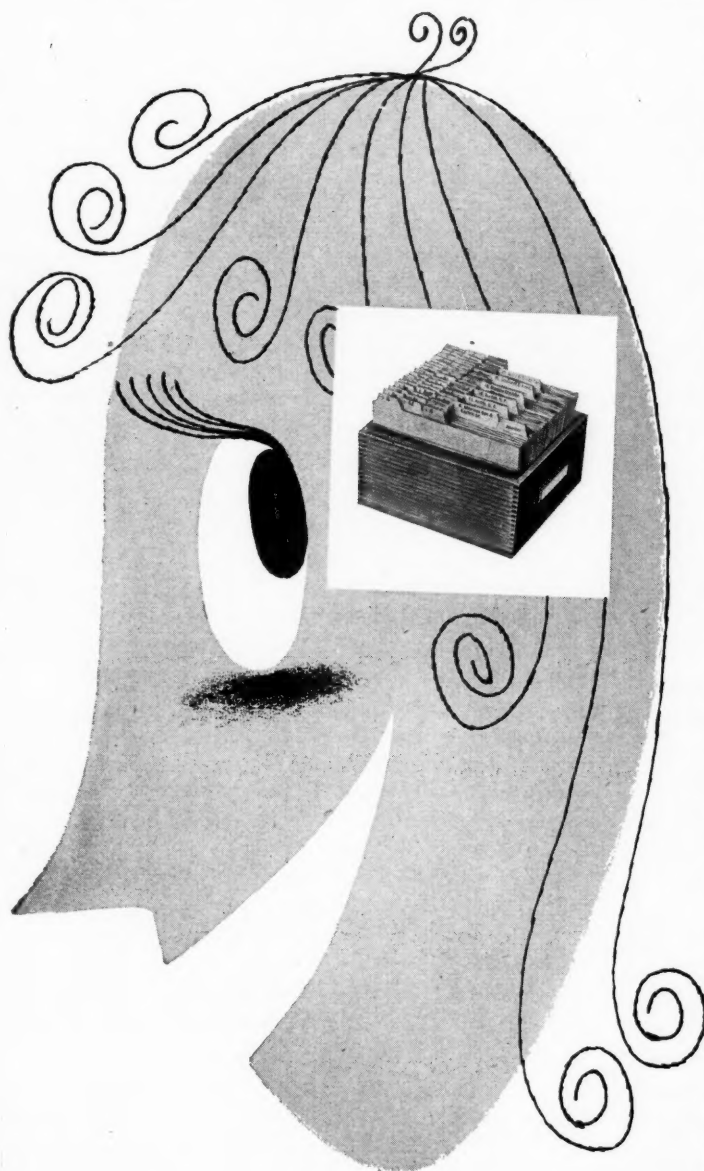
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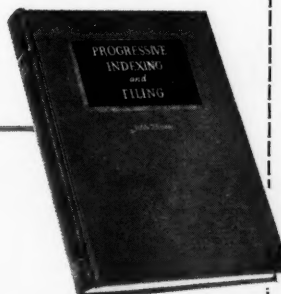
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Shorthand

(Continued from page 25)

Ability to take dictation	60 per cent
Transcription	25 per cent
Quizzes and homework	15 per cent

The suggested weightings will deviate according to the objectives of the third semester's work. For example, if the objectives are largely transcription training, there should be a major change in the weighting of both transcription and the rate at which dictation may be taken. A change will also be necessitated if only three terms of shorthand are offered. However, this is another indication of the need for adjustment to any given situation, and of the importance of focusing the objectives and standards upon terminal points.

As a minimum standard, pupils should be required to take dictation at a rate of 80 words a minute for five minutes on new material, with not more than five errors. The successful completion of two such takes is recommended. If the suggested plan for determining transcription rate is followed, ten words a minute may serve as an adequate minimum standard for transcription.

Fourth Semester—Minimum Requirements

For the fourth semester of shorthand the following criteria and weighting are proposed:

Rate of taking dictation	40 per cent
Transcription	50 per cent
Quizzes and homework	10 per cent

The minimum speed requirement might be set at 100 words a minute for five minutes on new material, with not more than five errors. The minimum transcription rate may then be 15 words a minute. Certain deviations are again obvious. The greatest emphasis upon transcription will probably come during the final semester's work; thus, it follows that the weighting will be increased accordingly.

Any worthwhile set of standards must be both worthy and attainable. Care should be taken, when instituting such standards, to assure the accomplishment of both. It is better to start somewhat lower than the desired level than to require more than can be achieved and then face the necessity of decreasing the requirements.

Schedule of Issues

Business Education (UBEA) Forum

Shorthand (October) Editor—Dorothy H. Veon, Pennsylvania State College, State College, Pennsylvania.
Typewriting (November) Editor—John L. Rowe, Teachers College, Columbia University, New York, New York; Associate Editor—Dorothy Travis, Central High School, Grand Forks, North Dakota.
Bookkeeping and Accounting (December) Editor—Harry Huffman, Virginia Polytechnic Institute, Blacksburg, Virginia; Associate Editor—Fred C. Archer, State Teachers College, St. Cloud, Minnesota.
Modern Teaching Aids (January) Editor—Lewis R. Toll, Illinois State Normal University, Normal, Illinois; Associate Editor—Mary Bell, San Francisco State College, San Francisco, California.
General Clerical and Office Machines (February) Editor—Mary E. Connelly, Boston University, Boston, Massachusetts; Associate Editor—Horace A. Regis, State Teachers College, Plymouth, New Hampshire.
Basic Business (March) Editor—Harold Gilbreth, Winthrop College, Rock Hill, South Carolina; Associate Editor—Gladys Bahr, Sloan Hall, Stephens College, Columbia, Missouri.
Distributive Occupations (April) Editor—William R. Blackler, State Department of Education, Sacramento, California; Associate Editor—John A. Beaumont, State Department of Education, Springfield, Illinois.
Office Standards and Co-operation with Business (May) Editor—Erwin M. Keithley, Department of Business Education, University of California, Los Angeles 24, California; Associate Editor—Charles B. Hicks, Ohio State University, Columbus, Ohio.

Teaching Aids

(Continued on page 28)

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Money at Work. A film which presents a panorama of American industry—its growth, its might, the way it is financed. Shows why the stock exchange exists, how it plays a part in a democratic economy. Shows the safeguards provided for the investor and those the investor must provide for himself. Produced by March of Time, sponsored by the New York Stock Exchange. Running time, 17 minutes. Suitable for groups of junior high school age and beyond; no charge except for transportation; 16 or 35mm. Distributed by Modern Talking Picture Service, 9 Rockefeller Plaza, New York, 20, N. Y.

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Thomson, McKinnon, 11 Wall Street, New York, N. Y., Investment Research Department.

Serving the Investor. A description of services available from a brokerage firm. Single copy free.

Stock Survey. Issued twice a month. Compiled by the Research Dept. Discusses current investment opportunities.

Special Reports. Prepared by the Research Dept., issued periodically, surveys of industries or particular companies whose securities appear undervalued. Single copies of the above available to professors by writing Investment Research Dept.

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The Compulsory State. A series of eight editorials taken from The Wall Street Journal in 1945. Single copy free.

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Basic Business

(Continued from page 31)

keep the respect and admiration of his colleagues in the teaching profession and in the community; provided, of course, that he has some other qualities that should accompany the knowledge and experience.

In addition to thorough preparation and broad work experience, the general business teacher who has certain personal qualities will be able to contribute more effectively to the learning experience of his students.

The general business teacher should have a contagious enthusiasm for serving the needs of the students, coupled with the physical vigor and willingness to work hard at the job. A teacher who is not enthusiastic about this job will invariably find it boring, and so will the students.

The general business teacher should have a willingness and ability to secure the cooperation of the business people of the community in giving the students first-hand knowledge of the operation of offices and plants. Drawing on community resources is probably one of the greatest motivating powers available for both students and teacher, provided the teacher has the self-confidence and the enthusiasm which will urge him on to using such resources.

The general business teacher should have the willingness and ability to guide the students in coordinating

and correlating their factual knowledge with their own interests and needs. This is one class which almost *requires* the unit plan of teaching, with the accent on student activity.

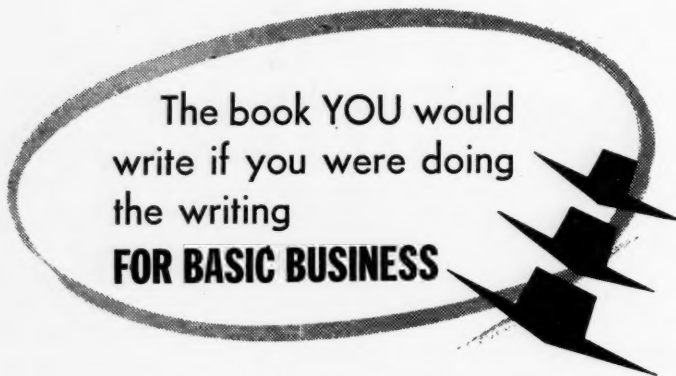
Typewriting

(Continued from page 26)

cient incentive in its own right, regardless of any special reasons they may have. For the most part, there is very little rivalry in these classes, a fact which is quite different from the average secondary school group.

There will be a number of these persons who come to class after a long day's work. Their interest and eagerness will not overcome their physical tiredness. For these especially, it is important to provide short rest periods and some opportunity for relaxation during the two-hour class period. Those who have physical handicaps are usually very sensitive. One student who had enrolled during the past winter had lost the ends of four fingers of her right hand. This was discovered in working individually with her in an effort to improve her stroking technique. Naturally the handicap was the cause of the poor stroking of the keys and little could be done except to let her continue in the manner which caused her the least pain.

There are those who are nervous and timid and who can be labeled immediately as slow learners with definite



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limitations. The teacher must recognize these early in the class and know that because the learning process will be slow, there will have to be continuous repetition and individual work and much drill.

The slow and deliberate typist, as distinguished from the timid, nervous, and backward person, is the one who often gets so absorbed in careful writing and in detail that his typewriting technique needs constant attention. He is the one to whom a word accurately written is the all-important aim.

Then, too, there is the highly emotional person who seemingly has little ability to concentrate. He usually talks a great deal and is too active in the class. He is the person who needs quiet words of encouragement regardless of his results at the beginning of the learning process. He, too, is usually the one who presents pages of practice work of doubtful quality and obviously bad technique. For these and any others who wish to attend, it is helpful to call a special class in the late afternoon during the week in order to give an extra amount of instruction, drill and individual work.

In all these classes there are some superior students who will follow instructions carefully and who do assume a considerable amount of responsibility for their own typewriting progress. These are the students on whom the teacher depends for the greatest amount of progress during the course. These students provide the work which is to be put on exhibition on the closing night, though some specimen of the work of each student should be posted. From this group, too, the best speed results are obtainable.

Briefly, the instruction for most adults includes: care of the typewriter, changing of ribbon, presentation of the keyboard, at least one letter form, and addressing of envelopes. Occasionally individual students make other requests to meet their own needs and these are taken care of individually. The selection of a textbook is important to the students, since practically each person plans to continue his practice work after the regular class sessions have ended.

To accomplish all this in twenty hours, each lesson must be well planned and carefully presented with demonstration and drill, and with some time devoted to practice under guidance each period. Some of the students do not have typewriters available for practice outside the class. Some will borrow or rent typewriters in order to practice. All are encouraged to make use of the typewriters any school day after the close of the regular session. For some the only opportunity for extra practice precedes the regular class period. This is not very satisfactory, since the class period becomes too long to enable the student to do his best work. Practice outside of class is necessary, however, and is recommended at the student's optimal rate of speed.

With such limited amount of practice, errors are to be expected, though many early errors tend to disappear as the writing becomes more automatic and the nervousness gradually disappears. Repeated errors must be analyzed and remedial drills recommended. Naturally each student is eager to write accurately, a fact which must be kept in mind constantly by the teacher. Too

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many errors embarrass an adult and are likely to make him feel very much upset and even apologetic. After working with a class for two or three weeks, a teacher learns to know the students and can begin to help individually as needed and at the time when it is least embarrassing and when the student is less nervous. Students from the very beginning should be encouraged to bring in all their practice work each week. This can then be analyzed and can prove very helpful in planning class drill.

Throughout the course, let it be emphasized that thoroughness of technique is essential. Students need to be informed of the goals toward which they are striving in each lesson. In planning the class work, the teacher needs to provide adequately for relearning practice in order to meet the individual needs of students. The students need to be taught how to evaluate their own progress, but because of individual differences and the many varying conditions, it does not seem wise to make a point of comparing progress of members of the class unless they themselves do it voluntarily. The student's personal desire to excel will have a marked effect on his learning to typewrite.

Obviously there are no grades given for the class. The reward each receives must be derived from the development of his own typewriting power which he himself feels. The satisfaction a teacher receives probably is derived from his ability to stimulate and sustain in-

terest, for adults—even more it would seem than secondary school pupils—must have a feeling of liking the class and being happy in it. When an adult school class ends, one can tell by personalities rather than words whether one has been helpful. The typewritten letters, which keep coming fairly regularly long after the class ends, have a way of proving satisfaction over the years.

Bookkeeping

(Continued from page 27)

- IV. Personal Income Taxes based on Business Profits. (Deductible expenses, how to determine tax, filling out forms, etc.)
- V. Other Federal Laws Affecting Record Keeping. (Excise, Sales, Property Tax laws, for example.)
- VI. Questions and Problems. (Applying the principles learned.)

In addition to the chapter devoted to elementary tax bookkeeping, one of the regular practice sets should include a reasonable, or normal amount of tax bookkeeping work with the amounts of various taxes to be calculated and handled by the student. This would include payroll preparation involving social security and withholding taxes, the payment of these taxes by the proprietor at the proper time, and the determination of tax liabilities as a part of the end-of-the-period work.

At the conclusion of the practice set it would be desirable to have the student prepare a personal income tax return based on his business profits. Other infor-

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mation would have to be supplied at this point, such as dependency, contributions, and the like, as well as expense figures for months not covered by the practice set. The value derived from such a project would be of a very practical nature, and on an elementary level, and should be included in the high school course.

On the college level the same general plan for the elementary accounting course could be followed, with the tax work of a more comprehensive nature. It should still be elementary however, for the need is not for more specialists, but for more ordinary, average bookkeepers and accountants who can handle routine tax problems.

Perhaps on a college level it would be desirable to add other tax accounting problems to the course so long as they were of a general nature, and apt to confront any bookkeeper at some time or another. This might include a study of depreciation rates for various assets suggested by the federal government, legitimate tax-saving devices, and bookkeeping entries, that, due to tax laws, should be made in a certain prescribed way. For example, an entry showing the replacement of an asset is usually handled by debiting the asset with its "price tag" cost and showing a gain or a loss on the transaction. To illustrate, a truck shown in our ledger at \$2,800 was traded for a new truck selling for \$3,000. A reserve for depreciation had been built up to \$2,000, \$2,400 cash was given as well. This entry is often taught as follows:

Truck (new)	\$3,000
Reserve for Depreciation	2,000
Loss on Replacement of Asset	200
Truck (old)	\$2,800
Cash	2,400

Our tax laws state that for income tax purposes, no loss on replacement of assets should be shown. Therefore it would be best to show the new truck on our books not at the "price tag" cost, but as a total of all the things of value we gave in return for it. Thus its "cost" should be determined as follows:

The CASH we gave for the new truck	\$2,400
The OLD TRUCK we also gave for the new truck. (At book value, which is its true value as far as we are concerned—original cost \$2,800 less Reserve \$2,000)	800
Total "value" we gave for new truck, therefore the true "cost" of the new truck	\$3,200

The entry would then be:

Truck (new)	\$3,200
Reserve for Depreciation	2,000
Truck (old)	\$2,800
Cash	2,400

Because tax accounting methods change very frequently as tax laws are changed, many bookkeeping and accounting textbooks, especially on the high school level, avoid the subject, or treat it very lightly. Elementary tax problems are three-fold in nature. (1) the computation of the tax, (2) the entries required, and (3) the preparation of forms. Generally only the second is covered on an elementary level, and that by just a few textbooks. This is understandable, for the forms, rates, and methods of computing the tax can change quickly, so quickly that a textbook that is too specific as to tax bookkeeping detail is soon outdated. A solution to this

problem might be to include a tax supplement in the workbook which is generally purchased new each year by the students. All tax problems could not be covered, but the more important ones could be.

Another important step toward the solution to the problem is to give all prospective teachers of bookkeeping and accounting a grounding in the fundamentals of tax accounting instruction. This could be accomplished by (1) required work in tax accounting, and (2) emphasizing methods of teaching tax accounting on an elementary level.

The bookkeeping cycle has become: ((1) journalizing, (2) posting, (3) trial balance, (4) worksheet and adjustments, (5) *determining taxes payable*, (6) statements, (7) adjusting and closing entries, and (8) post-closing trial balance. Bookkeepers and accountants capable of handling the routine work of step 5 are needed *now!*

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General Clerical

(Continued from page 29)

ence due museum pieces and never becomes intensely interested in them. The newer method seems to be meeting with more success.

Since concerted effort heretofore has produced such meager results, time taken to improve skill in letter writing is not going to make an appreciable difference in the immediate cultural level, but will vastly improve practical competence. It is too farfetched to assume that through such competence a letter of application in later years may secure the pupil an opportunity to work for a livelihood under circumstances which will render it possible for him to acquire a taste for cultural readings.

It is easy enough for those in one field to set up a straw man by blaming those in another field. Actually, the business English teacher is the one most aware of this need. It is then his responsibility to do something constructive about it.

What can he do? There are several suggestions that come to mind immediately, and with interest and ingenuity an alert teacher can think of many more.

1. The business teacher can plan "campaigns" with his classes or through a business club. By collecting samples of correctly written letters, he can have the

pupils make displays, posters, dress bulletin boards with material on the necessity for good letter styles.

2. The business English teacher can drop the attitude of continually explaining his own usefulness and begin taking it for granted. Once he is off the defensive, he can utilize that time in "educating" the principal by bringing the type of material cited here to his attention. If and when the principal is convinced of the real need of practice in letter writing, the entire English department will in turn become aware of it.

3. Through faculty meeting discussions and cooperation, the business English teacher can work with the general English teacher.

If the business English teacher realizes that most teacher-training colleges do not offer the prospective general English teacher any opportunity for acquiring proficiency in this field, he might not be so hesitant about attempting to "educate" his colleagues along these lines.

This is not a plea for a "never-never land" where the general English teacher will be an authority on business forms, but for a realization that we are allowing pupils to complete course work in English without a knowledge of how to use that English in one of the most practical ways.

The business teacher can do something about it. Why wait until general English teachers beat a path to our door?

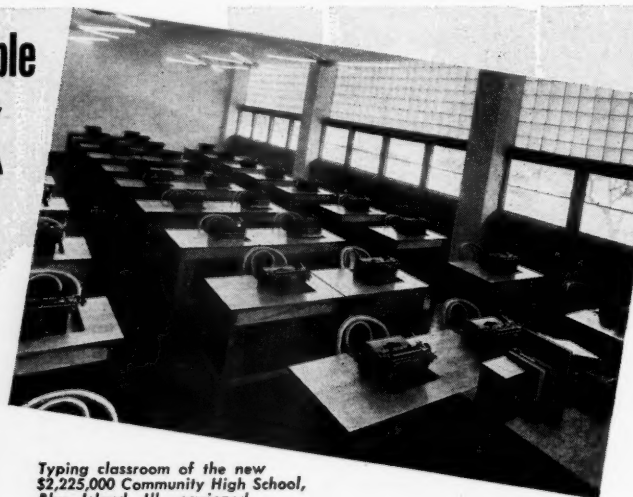
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PRESIDENT'S MESSAGE TO THE UBEA FAMILY

An organization of some 6,000 business teachers such as the United Business Education Association is truly a large family. Many members of this family have assumed responsibilities and made significant contributions to the stability and welfare of the group. Often their activities go unrecognized by the vast majority of the members, yet without the benefits of these efforts our organization would not be able to maintain its commendable service.

Your president is fully aware of the vast number of business educators who are giving unselfishly of their time and effort to help promote better business education. All the UBEA past-presidents and many of the past presidents of the former National Council for Business Education and the NEA Department of Business Education which merged in 1946 to form the UBEA, are still active in the affairs of the Association. Hamden L. Forkner is president of the U. S. Chapter, International Society for Business Education; Cecil Puckett and Albert C. Fries are members of the UBEA Committee on Cooperation; and Edwin A. Swanson is an ex-officio member of the Executive Board. Hollis Guy, executive secretary of our organization, and the Washington staff are responsible for holding our family together and keeping things running smoothly. Vice President Paul S. Lomax is also the retiring president of the UBEA Research Foundation under whose leadership a number of significant research projects have been carried on. Vernal H. Carmichael and Joseph H. DeBrum are on the Editorial Committee which helps plan our publication program. Erwin M. Keithley and Frances D. North are members of the editorial staff. Other past-presidents are serving on national and state level committees, as contributors to UBEA publications, and as consultants to headquarters office.

The official family includes Treasurer Arthur L. Walker who not only looks after our finances but also serves as membership director for the UBEA-SBEA-State unified membership campaign in the Southern District. More than one hundred business educators are contributing many hours to membership promotion in the various states and territories. For example, Joseph DeBrum, Hamden L. Forkner, E. C. McGill, and Theodore Woodward are responsible for soliciting almost ten per cent of the 1950-51 membership.

Newcomers to the official family are the presidents of the unified regional associations—John M. Moorman of the Southern Business Education Association, and Marsdon Sherman of the Western Business Education Association. E. C. McGill is chairman of the newly formed Mountain-Plains Region which will add its president to the Executive Board when the association holds its first regular election on July 1952.

From the Divisions we find names like Peter L. Agnew, Bernard A. Shilt, John M. Trytten, Harry Huffman, Herbert A. Tonne, Herman G. Enterline, Kenneth Hansen, Viola DuFrain, Dorothy H. Veon, John L. Rowe, Russell J. Hosler, Jessie Graham, Elvin S. Eyster, E. C. McGill, and John N. Given. These persons are responsible for the many projects sponsored by their respective divisions.

The FORUM editors and associate editors are continually serving all of us every month. The several hundred contributors to the UBEA family publications are members to whom we owe much gratitude.

There are many other persons in our official family—Executive Board members, officers of the affiliated and cooperating associations, FBIA sponsors, and members of special committees—who could have been mentioned.

All of us feel that we have a responsibility for working toward the betterment of business education through your professional association. Why not check today with other business teachers in your school and community to interest them in becoming members of the UBEA family.—RAY G. PRICE, *President, United Business Education Association.*

UBEA IN ACTION

NEWS, PLANS, AND PROGRAMS

Eastern District

The UBEA Executive Board and Representative Assembly at the meetings in San Francisco voted to merge the Northeastern and Middle Atlantic Districts to form the Eastern District of UBEA. Membership in the combined districts is

approximately the same as the membership in each of the other four UBEA districts—Southern, Central, Mountain-Plains, and Western. The merger was recommended to give more equal representation on the Board.

Eastern District is now represented by six elected members on the Executive

Board. The present members will continue to represent their districts until the end of their respective terms; however, one new member will be elected each year for a three-year term. Recommendation for the merger was first introduced at the St. Louis meetings of the Representative Assembly and National Council.

Council Members Elected for the Term, 1951-1952



LESTER I. SLUDER, *Eastern District*

Mr. Sluder, head of the Department of Business Education, Boston University, has been a frequent contributor to the UBEA publications and other periodicals.



I. KERR MILLER, *Eastern District*

Mr. Miller, Williamsport High School, Williamsport, Pennsylvania is the immediate past-president of the Pennsylvania Business Educators Association.



ELISE ETHEREDGE, *Southern District*

Miss Etheredge, Columbia Senior High School, Columbia, South Carolina, is the immediate past-president of the Southern Business Education Association.



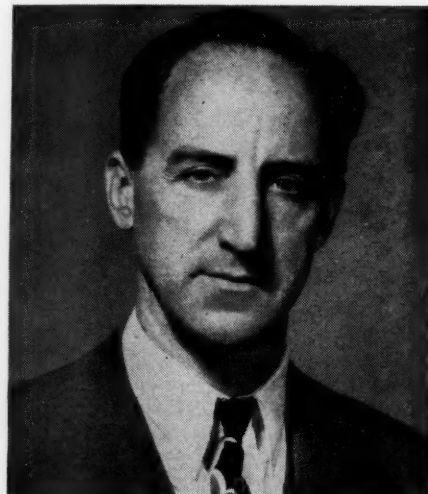
ROBERT T. STICKLER, *Central District*

Mr. Stickler, coordinator for the distributive occupations, Proviso Township High School, Maywood Illinois, is chairman of the FBLA National Sponsors' Committee.



DOROTHY TRAVIS, *Mountain-Plains District*

Miss Travis, Central High School and the University of North Dakota, Grand Forks, is a former vice-president of the National Education Association of the United States.



MARSDON A. SHERMAN, *Western District*

Dr. Sherman, head of the Department of Business Education, Chico (California) State College, is president of the Western Business Education Association.

Committee on Cooperation

President Price has named three UBEA past presidents as members of the 1951-52 Committee on Cooperation. The committee will meet next month to review the proposals drawn up by the committees representing the various regional associations and UBEA. Committee members are: Albert Fries, Edwin Swanson, Cecil Puckett, and Vice President Paul Lomax.

San Francisco Conference

"What Can Be Done to Strengthen and Extend the UBEA Divisions" was the topic discussed at one of the group meetings held by the UBEA Representative Assembly in San Francisco. A report of the deliberations appears in the October issue of *THE NATIONAL BUSINESS EDUCATION QUARTERLY*. Clyde I. Blanchard, Tulsa University, served as leader of the group and presented the summary report at the final session of the Assembly.

Keynoter for the group was E. C. McGill of Kansas State Teachers College, Emporia. Jessie Graham, Board of Education, Los Angeles; and John N. Given, Director of Metropolitan Junior College, Los Angeles, were recorder and observer for the group. Discussants included: June R. Smith, High School, San Leandro, California; Lewis R. Toll, Illinois State Normal University, Normal; Earl J. Nicks, University of Denver; Howbert Bonnett, Sacramento Junior College, Sacramento, California; Esperance Slykhous and Bessie B. Kaufman of the Los Angeles City Schools; Bernard A. Shilt, Public Schools, Buffalo, New York; Mary Alice Wittenberg, Los Angeles Harbor Junior College, Wilmington, California; Ray G. Price, University of Minnesota, Minneapolis; McKee Fisk, Fresno State College, Fresno, California; Marsdon A. Sherman, Chico State College, Chico,

California; William R. Blackler, State Department of Education, Sacramento, California; and Cecil Puckett, University of Denver, Denver, Colorado.

The leaders and discussants uncovered many problems—some old, some new—and suggested a number of projects for the consideration of the Executive Committees of the UBEA professional Division.

In addition to specific recommendations for each of the four Divisions, the group urged more participation of UBEA members in the professional Divisions. It was urged, also, that the present membership of Divisions should do more to sell classroom teachers on the services UBEA already performs—the up-to-date publications (*FORUM*, *QUARTERLY*, *INTERNATIONAL REVIEW*, and bulletins); the national youth organization for secondary school and college students (FBLA); the tests program (Student Typewriting Tests and the National Business Entrance Tests); the annual (February) national convention for the Divisions; national and regional conferences; national committees and the like.

One encouraging trend pointed out by the group is that the Divisions are working more closely than ever before with business and other educational groups. For example, the UBEA Research Foundation is responsible for the vast amount of research which is being done in an effort to validate the National Business Entrance Tests sponsored by UBEA and NOMA; the Administrators Division co-operated with the National Association of Secondary-School Principals in publishing the 1949 *BULLETIN* on "The Business Education Program in the Secondary School"; the National Association of Business Teacher-Training Institutions has sent representatives to the invitational conferences sponsored by the National Commission on Teacher Education and Professional Standards; and the U. S. Chapter, International Society for Business Education in bringing the International Economic Course to New York in 1952.

Opportunities for the continuation of present activities and the expansion of the services are unlimited. Only one thing is lacking and that is more voluntary help or else grants of money so that some of the best brains in our organization can be released from their present positions to work on special projects which we are now trying to do on the fringes of our present jobs.

NABTTI Annual Convention

The 1952 Convention of the National Association of Business Teacher-Training Institutions will be held in Chicago, February 22 and 23. The theme of the convention is "Contributions of Teacher-Training Institutions to the Professional Growth of Teachers." Sessions on Friday, February 22 will be devoted to eight topics.

Topic 1—Business Experience versus Planned Observation for Business Teachers. Panel Speaker: Albert C. Fries, Northwestern University. Discussion Leader: Hamden L. Forkner, Teachers College, Columbia University.

Topic 2—Classroom Visitation; Demonstration Teaching. Panel Speaker: Helen Reynolds, New York University. Discussion Leader: H. S. Enterline, Indiana University.

Topic 3—Workshops, Institutes, and Conferences for Business Teachers. Panel Speaker: Alan C. Lloyd, The Gregg Publishing Company. Discussion Leader: J. Marshall Hanna, Ohio State University.

Topic 4—Graduate Study; Alertness Credit Courses for Business Teachers. Panel Speaker: Elvin S. Eyster, Indiana University. Discussion Leader: Paul S. Lomax, New York University.

Topic 5—Membership and Participation in Conventions; Reading and Contributing to the Literature in Business Education. Panel Speaker: Ray G. Price, University of Minnesota. Discussion Leader: Herbert A. Tonne, New York University.

Topic 6—Field Services of Teacher-Training Institutions (Other Than Follow-Up Activities). Panel Speaker: E. C. McGill, Kansas State Teachers College. Discussion Leader: Earl G. Nicks, University of Denver.

Topic 7—Follow-Up Activities of Business Teacher-Training Institutions in Business Education. Panel Speaker: James M. Thompson, Eastern Illinois State University. Discussion Leader: Milton C. Olson, Albany State Teachers College.

Topic 8—Eliminating the Reason for the "Gripes" of Business Teachers. Panel Speaker: To be announced. Discussion Leader: W. Harmon Wilson, South-Western Publishing Company.

Russell J. Hosler, University of Wisconsin is chairman of the program committee. — Harry Huffman, Secretary, NABTTI, Virginia Polytechnic Institute, Blacksburg.

10,000 Club Breakfast

Saturday, November 24, 1951

Edgewater Gulf Hotel

Edgewater Park, Mississippi

This breakfast will be an open meeting for members and their guests. You'll want to come and join your state Group for good fellowship and good food. UBEA President Ray G. Price will be the guest of honor. Your SBEA-UBEA State Chairman will be there to greet you.

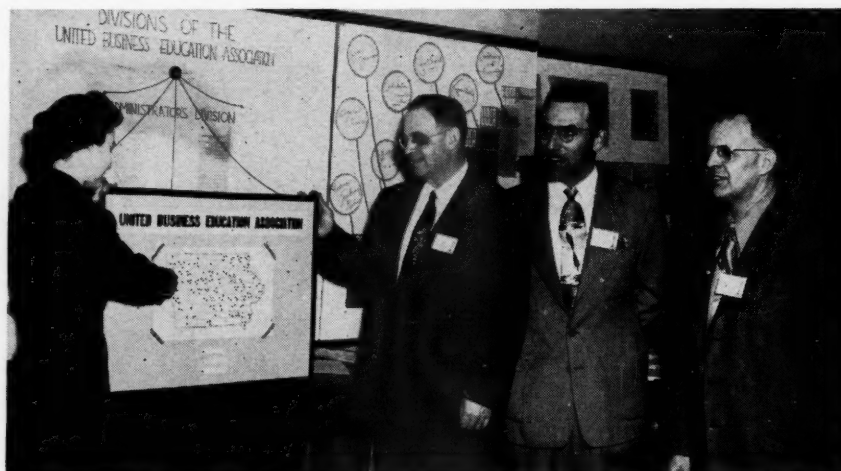
AFFILIATED, COOPERATING, AND UBEA REGIONAL ASSOCIATIONS

The announcements of meetings, presentation of officers, and special projects of affiliated, cooperating, and UBEA regional associations should be of interest to FORUM readers. An affiliated association is any organized group of business teachers which has been approved for representation in the UBEA Representative Assembly. A UBEA regional association is an autonomous group operating within a UBEA district which has unified its program of activities with UBEA and has an official representative on the UBEA National Council for Business Education. A cooperating association is defined as a national organization or agency for which the UBEA National Council for Business Education has established a coordinating committee.

Affiliated Associations

Akron Business Education Association
Alabama Business Education Association
Arizona Business Educators' Association
Arkansas Education Association, Business Section
California Business Education Association
Chicago Area Business Educators' Association
Colorado Education Association, Commercial Section
Connecticut Business Educators' Association
Delaware Commercial Teachers Association
Florida Business Education Association
Georgia Business Education Association
Houston Independent School System, Commercial Teachers Association
Idaho Business Education Association
Illinois Business Education Association
Indiana State Teachers Association, Business Education Sections
Inland Empire Commercial Teachers Association
Iowa Business Teachers Association
Kansas Business Teachers Association
Kentucky Business Education Association
Louisiana Business Education Association
Maryland Business Education Association
Minnesota Business Education Association
Mississippi Business Education Association
Missouri State Teachers Association, Business Education Section
Montana Business Education Association
Nebraska State Education Association, District 1, Business Education Section
New Hampshire Business Educators' Association
New Jersey Business Education Association
New Mexico Business Education Association
North Carolina Education Association, Business Education Section
North Dakota Education Association, Commercial Education Section
Ohio Business Teachers Association
Oklahoma Commercial Teachers Federation
Oregon Business Education Association
Pennsylvania Business Educators Association
Philadelphia Business Teachers Association
St. Louis Area Business Education Association
South Carolina Business Education Teachers Association
South Dakota Commercial Teachers Association
Tennessee Business Education Association
Texas State Teachers Association, Business Education Section
Tri-State Business Education Association
Utah Education Association, Business Education Section
Virginia Business Education Association
Washington, Western Commercial Teachers Association
West Virginia Education Association, Business Education Section
Wisconsin Business Education Association
Wyoming Business Education Association

BUSINESS EDUCATION IN THE CENTRAL REGION



Virginia Marston, Iowa Membership Chairman, proudly displays the state map which shows the distribution of UBEA members. Elvin S. Eyster, Indiana University, guest speaker at the Iowa conference; E. L. Marietta, president of the Iowa Business Teachers Association; and Lloyd Douglass, Central District representative on the UBEA National Council, are shown with Miss Marston at the UBEA exhibit.

Missouri

The Business Education Department of the Missouri State Teachers Association has launched a program of annual workshops as an outgrowth of recommendations made at Kansas City in 1950. Janet Morris, Clayton High School, chairman, observes that business educators of the state have taken a great step forward, looking to further improvement in the field. The first workshop was held in Columbia on April 7, and consisted of six group meetings devoted to problems in (a) Basic Business, (b) Bookkeeping, (c) Distributive Education, (d) Secretarial and Clerical Practice, (e) Shorthand, and (f) Typewriting.

The series of workshops will be devoted to those problems which the business educators consider to be most timely. Problems in teacher qualifications, curriculum, work experience, training standards and cooperation with industry, are among the ones under consideration.

At the Kansas City meeting the chairman was instructed to appoint "a permanent committee empowered to officially represent the business teachers of this state—to unify their interests and report

at subsequent sectional meetings of the State Teachers Association and workshops." The following committee was appointed: E. W. Alexander, Principal, Central High School, St. Louis, *Chairman*; W. Virgil Cheek, Head, Department of Commerce, Southwest State College, Springfield; Gladys Williams, High School, North Kansas City; and Lucas Sterne, Head, Department of Commerce, Central Missouri State College, Warrensburg.

In speaking about committee activities, Mr. Alexander said, "Our work will reflect the desires of Missouri business teachers. We do know that we shall offer our assistance to the State Department of Education, and call on that office when we need the type of service the Commissioner and his staff are prepared to give."

The business teachers in Missouri point with pride to the honor which has come to W. Virgil Cheek of Southwest State College. Dr. Cheek is one of the vice presidents of the National Education Association elected at the San Francisco meeting of NEA.

MOUNTAINS-PLAINS REGION

North Dakota

The annual fall meeting of the North Dakota Education Association, Commercial Section, featured Kenneth J. Hansen as its convention speaker. Dr. Hansen is head of the Department of Business Education at Colorado State College of Education, Greeley. Hazel Flood of Mankato Teachers College, Mankato, Minnesota was guest consultant for the shorthand and typewriting sections. Dorothy Travis, Grand Forks High School, reported on the San Francisco meeting of the UBEA Representative Assembly. Another important report was given by O. C. Parks who attended the organizational meeting of the Mountain-Plains Regional Association which was held in Denver.

J. B. Busse, State Teachers College, Minot, presided at the meeting.

The following persons served as chairmen of the afternoon sessions: bookkeeping—Ralph Werner; typewriting—Virginia Petron; and shorthand—Alice Hanson.

New Mexico

The New Mexico Business Education Association held its annual meeting on October 25, 1951, in Albuquerque, as a section of the NMEA. The president, Irene Rhodes Baird of Alamogordo presided at the meeting which opened with a get-acquainted session. Each member was asked to give his name, teaching position, and tell briefly something about the community in which he lives or other information of interest to the group.

Vernon Payne, Highlands University, gave a report on the preliminary organizational meeting of the Mountain-Plains Region of the UBEA. Floyd Kelly, Highlands University, and UBEA State Membership Chairman reported on the Associations activities.

The business meeting was conducted by Mrs. Baird. Other officers are: vice president—Warren D. Caster, Las Vegas High School, Las Vegas; secretary—Mollie Cerny, Western High School, Silver City; and treasurer—Jean Marsh, Albuquerque High School.

A round table discussion of problems in typewriting, shorthand, and bookkeeping was interesting and helpful.

Texas

"A New Look For Business Education in Texas" is the theme chosen for the annual meeting of the Business Education Section, Texas State Teachers Association. The meeting will be held in Houston
(Continued on page 48)

BUSINESS EDUCATION IN THE SOUTHERN REGION

SBEA—Condensed Program

Twenty-ninth Annual Convention, Edgewater Park, Mississippi

John H. Moorman, President of the Southern Business Education Association, has released the following information concerning the annual convention which will be held at the Edgewater Gulf Hotel, Edgewater Park, Mississippi, on November 22-24, 1951. The theme for the meeting is "Business Education Services During Mobilization."

Fellowship Dinner, Thursday, 7:00 p.m.

Presiding: John H. Moorman, University of Florida, Gainesville.

Address: "Implications of Mobilization Problems for Education"—James L. McCaskill, Director of Legislation-Federal Relations, National Education Association, Washington, D. C.

First General Session Friday 9.00 a.m.-noon

Presiding: R. A. Evans, Evans College of Commerce, Gastonia, North Carolina

Address: "Crucial Problems in Mobilization." Speaker to be announced.

Discussion Groups: General Business, Junior College, Private Schools, Secondary Schools, Teacher-Education Colleges and Universities.

Business Session: Agenda to be distributed.

Sectional Meetings, Friday 2:00-3:30 p.m.

Bookkeeping and Accounting: Chairman—Theodore Woodward, George Peabody College for Teachers, Nashville, Tennessee.

Secretarial Subjects: Chairman—Pauline Rawlings, Mississippi Southern College, Hattiesburg, Mississippi.

Distributive Education: Chairman—William Morlang.

Private Schools: Chairman—Kenneth Dunlop, Salisbury Business College, Salisbury, North Carolina.

Colleges and Universities: Chairman—F. DeVere Smith, University of South Carolina, Columbia.

Junior Colleges: Chairman—Lois Frazier, Brevard College, Brevard, North Carolina.

Secondary Schools: Chairman—Bernice Bjonerud, New Hanover High School, Wilmington, North Carolina.

Banquet and Dance, Friday, 7:00 p.m.

Presiding: John H. Moorman
Speaker: To be announced.

Second General Session, Saturday, 9:30 a.m.-noon

Presiding: Arthur L. Walker, State Department of Education, Richmond, Virginia.

Panel Discussion: "Business Education Services During Mobilization." Representatives of each discussion group and specialized section will be the principal participants.

Special Breakfast Sessions

Friday—Delta Pi Epsilon: Breakfast sponsored by the Upsilon Chapter, University of Mississippi, Mrs. Dewey Hickman, presiding.

Saturday—10,000 Club: Breakfast sponsored by the United Business Education Association for members and guests. Hollis Guy, presiding.

Louisiana

A recently appointed LBEA Booster in each parish will be concentrating on stimulating interest among Louisiana business teachers as time draws near for the annual convention in November.

In addition to personal contacts and messages by the LBEA Boosters, LBEA *News and Views* is sent monthly to all business teachers as part of a publication, *The BEL*, which is edited and distributed by Gladys Peck, State Supervisor of Business Education in Louisiana and SBEA-UBEA State Director.

A very interesting as well as educational program will be in store for business teachers and educational secretaries as they gather for fun, fellowship, and inspiration. A dinner the evening of November 19 with Alan Lloyd of the Gregg Publishing Company as guest speaker, using "How To Be A Happy Business Teacher" as his theme and a tea will provide fun and fellowship. For inspiration, Hamden L. Forkner of Teachers College, Columbia University, will give pointers to bookkeeping teachers. Other prominent guest speakers will appear on the program.

All in all, business teachers in Louisiana will not be able to resist the LBEA Boosters, can't escape reading *LBEA News and Views*, and can't afford to miss the wonderful program at LBEA Convention in November.—LOUISE H. BEARD, President.

BUSINESS EDUCATION IN THE WESTERN REGION

WBEA

The Western Business Education Association has two major goals this year. First, it is hoped that the few remaining western states that do not have state organizations will soon be in a position to organize on a state-wide basis and apply for admission to the regional association. The officers of the association are doing everything in their power to assist these states in every way and the future looks very bright.

Second, the WBEA in conjunction with CBEA is planning the spring convention. Perhaps we should say we are past the planning stage and are now making arrangements for the second convention western business teachers have had an opportunity to attend.

The Claremont Hotel in Berkeley, California, April 7 and 8, will feature a professional meeting of unparalleled quality. In addition there will be opportunities to visit many of the interesting spots in and around the San Francisco Bay area.

Eleanor Jenson of the Merritt School of Business in Oakland, California, is convention chairman. Blake Spencer, head of the Merritt School, is program chairman. Business educators who are acquainted with these two persons know that success of the meeting is assured.

Claud Addison, president of CBEA, and the WBEA president together with a large and active committee, have participated in the planning for the convention, and we in WBEA are proud and happy to join with CBEA as well as to have California as host to the western business teachers this year.

It may be of interest to note that a survey of all western states and territories indicates that there are 4,763 teachers teaching business subjects. The several states have the following number of business teachers: California, 1998; Washington, 518; Oregon, 393; Utah, 281; Montana, 269; Idaho, 257; Arizona, 200; Wyoming, 153; Nevada, 60; Hawaii, 111; and Alaska, 23.—MARSDON A. SHERMAN, President, Western Business Education Association.

Can You Top This?

The thirty-three teachers and three administrators at Metropolitan Junior College in Los Angeles had one hundred percent membership in the unified associations—state, regional, and national—last year. Can your school top this record in 1952?—CBEA Bulletin

Washington

The Washington Council for Business Education has been organized to serve as the coordinating body for the three state associations—Eastern Washington Business Education Association, Central Washington Business Education Association, and Western Washington Business Education Association.

Officers of the Council are chosen from the three associations. The current Council officers are: president—Evelyn Russell, Naches High School, Naches; vice president—Ed Almquist, Lincoln High School, Seattle; and secretary-treasurer—Eugene J. Kosy, Central Washington College, Ellensburg.

California

McKee Fisk, Fresno State College, is the new president of the Central Section, California Business Education Association. Dr. Fisk succeeds Joseph Blacow of Monterey Peninsula Junior College. Other officers elected for 1951-52 are: vice president—Rodney Wessman, Bakersfield High School; secretary—Harold Smith, Strathmore High School; and treasurer—Lyle Brown, Taft Junior College.

Other section presidents of the California Business Education Association are: *Bay*—Hulme Kinkade, College of Marin, Kentfield; *Central Coast*—Elwayne (Larry) Laurence, Santa Cruz High School, Santa Cruz; *Los Angeles*—George Witt, Metropolitan Junior College, Los Angeles; *North Coast*—(Mrs.) Joyce Lowrey Christen, Ferndale Union High School, Ferndale; *Northern*—Howbert Bonnett, Sacramento Junior College, Sacramento; *San Diego*—(Mrs.) Vela Gibson, Grossmont High School, San Diego; *Southern*—Dwight Wentzel, Woodrow Wilson High School, Long Beach; and *CADE*—S. Rex Gorton, San Diego Vocational School, San Diego.

Each section holds two or more meetings during the school year. The state convention held in April, is a combined meeting for all sections.

Cletus E. Zumwalt succeeds Esperance Slykous and Glenna Wright as editor of the CBEA Bulletin. Mr. Zumwalt is chairman of the business department and director of audio-visual education and placement at Modesto College. He is a past president of the Central Section, California Business Education Association.

Delta Pi Epsilon

Delta Pi Epsilon announces the Twelfth Annual Open Contest for research studies in the field of Business Education completed between January 1, 1951 and December 31, 1951. The contest closes on February 15, 1952.

Masters' theses, doctors' theses, and independent research studies are eligible and may be submitted for consideration. Research studies which have been published in full or of which substantial portions have been published are not eligible for consideration. The Committee is especially interested in studies which are of significance to a large number of business educators. Participation is not limited to members of Delta Pi Epsilon.

The winning study will be published by Oklahoma A. and M. College and the author will receive fifty copies of his printed study. Abstracts of other studies reviewed by the Research Award Committee are published in a special research issue of *Review of Business Education*, a publication of the Department of Business Education of Oklahoma A. and M. College.

Each year a committee of three outstanding business educators is appointed to review the studies submitted in the contest. The present committee is composed of: Jessie Graham, Supervisor of Business Education, Los Angeles, California; J. Andrew Holley, Dean, Division of Education, Oklahoma A. and M. College, Stillwater, Oklahoma; and Ann Brewington, School of Business, University of Chicago.

Contestants are invited to forward their studies, express prepaid, to the Chairman of the Research Award Committee, H. G. Enterline, School of Business, Indiana University, Bloomington, Indiana.

Texas (Continued from page 47)

on Friday, November 24, 1951. At the luncheon to be held at the Ben Milam Hotel, Lee Wilborn, Assistant Commissioner for Instruction, Texas Education Agency, Austin, will speak on "What The Texas Education Agency Expects to do for Business Education on the State level."

The afternoon meetings will be held at The Sam Houston High School. A panel composed of Carlos Hayden, University of Houston; Loyce Adams, Sam Houston State Teachers College; Edna Gregg, Baylor University; Faborn Etier, Midwestern University; (Mrs.) Ardath Stedman, North Texas State College; Ruth I. Anderson, Texas Christian University; Lee Wilborn, Texas Education Agency; and Alan C. Lloyd, Gregg Publishing Company will discuss the subject: "Training Business Teachers for Better Business Education in Texas."

Planning Conference Held at VPI for Virginia State Officers

Pat Kennedy of Waynesboro High School; Irene Stoneman, Varina High School; Charlotte Weeks, Christiansburg High School; Shirley Mallory, Jefferson High School, Roanoke; Carol Deal, Maury High School, Norfolk; and Beverly Stone, Henry Clay High School, Ashland, attended the planning session of the State Chapter which was held August 10-11 at Blacksburg.

Meeting with this group were the local sponsors, among whom were Miss Ola Murray, Henry Clay High School, Ashland; Mrs. Merritt Barlow, Varina High School; Mrs. J. E. Rouzie, King William High School; Mrs. Clara S. Craun, Wayneboro High School; Mrs. Leona H. Robbins, Pennington High School, Pennington Gap; Mr. LeRoy Rose, Cradock High School, Portsmouth; Miss Mamie Basler, Suffolk High School; and Mrs. Eunice Smith, Christiansburg High School; and Miss Louise Moses of Granby High School, Norfolk. The state sponsor, Miss Marguerite Crumley, State Department of Education, Richmond, and Mr. Hollis Guy of Washington, D. C., Executive Secretary of the National Chapter of the Future Business Leaders of America were consultants.

Other consultants present were Mr. A. L. Walker, State Supervisor of Business Education, Richmond, and Dr. Harry Huffman, Head, Department of Business Education, Virginia Polytechnic Institute, Blacksburg.

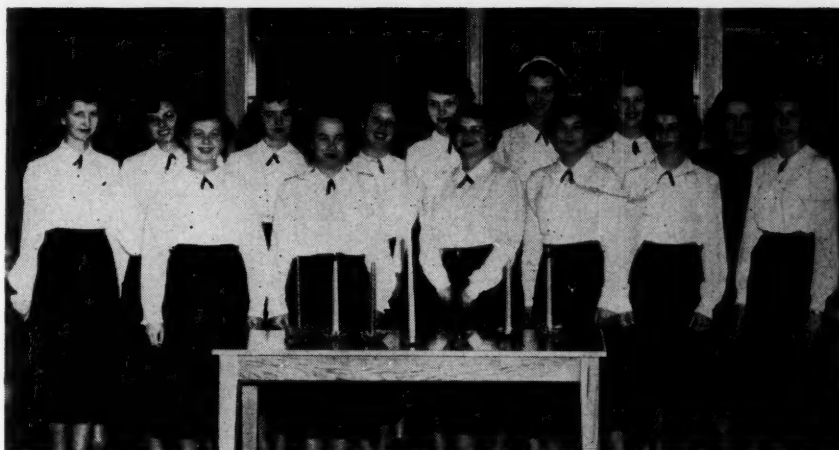
The Christiansburg Chapter entertained the entire group and their guests with a picnic held at Mountain Lake on August 11.

The officers and sponsors decided to hold the 1952 State Convention next April in Richmond. Reports of the various committees will be duplicated and distributed to each of the chapters now in operation or with charters pending. The committees worked very hard to outline the activities for 1951-52 and in perfecting the state organization.

New Chapter in California

Chaffey Union High School, Ontario, California, organized a Future Business Leaders of America Chapter in March 1951 and now has seventy-seven members.

The officers for the year are: President Pat Schwab, Vice President Shirley



Members and sponsor, (Mrs.) Inez Loveless of the Williamette High School Chapter in Eugene, Oregon—the Williamette Chapter was chosen to serve as the host chapter for the Annual State Convention which was held at Oregon State College in Eugene.

Hodge, Secretary Mitnee Duque, Treasurer Delores McKean, Reporter Ruby Trask, and Historian Clee Marie Wise. Mr. William R. Clarkson is the chapter sponsor.

Ten delegates accompanied by two departmental advisors attended the FBLA State Convention at Rosemead.

As a project, the group assisted during "Senior Girl Visitation Day" in the local business establishments. They also had charge of the Business Education Booth at the annual Chaffey Fair. Another project was the field trip to the business offices of Kaiser Steel Mills in Fontana and International Airport in Ontario.

Waterloo Chapter Reports

Installation ceremony for the West High Chapter of FBLA at Waterloo, Iowa was held at a banquet on May 17 at a local tearoom. Miss June Stultz, a former member was in charge of the installation at which the following officers were elected: *president*, Wanda Phelps; *vice president*, Joan Arndorfer; *secretary*, Juanita Osheim; *treasurer*, Ruth Mary Wyane; *reporter*, Delores Dolan and *social chairman*, Donna Laugen. Miss Bessie Young is sponsor of the chapter.

Some of the social activities which the chapter reported were potluck dinners and two banquets. At several of the meetings, speakers were invited to discuss their particular industry or occupation in the community. These included a police matron who talked about her duties, a

tax consultant who told about income taxes, and a representative from the FBI who discussed her work. A local flower shop sent a representative to present slides of flower arrangements. A representative from a clothing store gave an interesting demonstration on what the well-dressed student or business employee should wear.

New Chapter in Ohio

The most recent FBLA Chapter to be installed in Ohio is the one at DeVilbiss High School, Toledo. Helyn Rigney, president of the Libbey High School chapter, Toledo, was the installing official and her assistants were Mary Lou Driano and Barbara Mersing.

Explanation of the letters FBLA was given by members of the Libbey High Chapter. "F" representing Future was given by Eileen Felser; "B" for Business, Jean Shepler; "L" for Leaders, Glenda Thompson; and "A" for America, Marlene Luettkke.

Thirty-five visitors were present from the Clay-Genoa Chapter, fifty-five from Libbey, six from Burnham-Sylvania and five from Bowling Green. Dr. Knepfer, University of Bowling Green, State Advisor, was present. A representative from the Toledo Board of Education, Mr. David Pugh, and Mr. Loy Rusie, principal of Libbey High School; and Mr. Merrit Nauts, principal of DeVilbiss High School also attended the installation service.



The Waynesboro, Virginia, Chapter was installed on March 14, 1951. This chapter and its sponsor, (Mrs.) Claire S. Craun, cooperated with headquarters office in the preparation of an article which was published in the November issue of the *Journal of the National Education Association of the United States*.

Craddock Members Install Officers

In the spring a formal initiation dinner was held with the sponsor of the Craddock Future Business Leaders of America chapter and four of its members installing the officers of the Suffolk (Virginia) chapter.

Mr. Leroy Rose, teacher-coordinator of business education at Craddock High School; Sue Mann; Pat Kennon; Janet White; and Helen Anderson, members of the Craddock FBLA Chapter, were official representatives of the state chapter. They were authorized to administer the oath of office to Ruby Pruett, *president*; Winnie Taylor, *vice president*; Bobbie Green, *treasurer*; Lolita Eley, *secretary*; and Joan Eerley, *reporter*.

In a candle light ceremony before a table decorated with a crystal ball symbolizing Future, a typewriter symbolizing Business, a graduate doll as Leaders, and an American flag for America, the initiation ceremony took place. Each member of the Craddock club made a brief talk. Following this, the entire membership repeated the Creed in unison. Membership cards were presented to thirteen members by the sponsor, Miss Mamie Barber.

Guests of the Chapter included Mr. H. B. Brockwell, principal of the Suffolk High School; Miss Louise Lilly, secretary to the principal and business teacher; and Miss Ruth Vaughan of the business department.

Froebel Installs Chapter

The Froebel Chapter of FBLA, Gary, Indiana, held its installation last May. The charter was presented by the club sponsor, Miss Marguerite Gohdes.

Officers installed were: *president*, Anna Kelchak; *vice-president*, Dorothy Krausnansky; *secretary*, Elaine Wilson; *treasurer*, Bette Enoshell; and *reporter*, Priscilla Trojan. This newly initiated chapter now consists of thirty members.

FBLA at Ouachita

The Future Business Leaders of America Club of Ouachita Parish High School in Louisiana held its last meeting with all members and sponsors present.

At this meeting the outstanding project of the year was reviewed with a great degree of satisfaction. The project was a 25-page booklet entitled "Freshman Guide" which was designed mainly for the use of freshmen, who enter the school without any knowledge of its rules and regulations. The booklet includes floor plans of the school and campus, home room sponsors, subjects offered, grading and point system, rules about absentees, clubs, athletics, publications, directory of faculty, and other pertinent information.

Mount Dora Presents Play

The FBLA Chapter of Mount Dora High School, Mount Dora, Florida presented a play "Be Yourself, Dora" when they entertained their mothers at a Bosses' Banquet in Riley's Park.

Jean Pike, the president, opened the program with a message of welcome. This was followed by the Collect which was led by Helen Whitehead. During the program the chapter members recited the FBLA Creed. A report of the chapter programs was given by Martha Simpson. Billy Carroll described the chapter projects after which Patsy Dean read the financial statement. Miss Doris Camp, sponsor for the past two years, was presented a nice gift in appreciation of her work with the Chapter.

The highlight of the banquet program was a play in three scenes called "Be Yourself, Dora" in which the following members were the characters: Herbert Schneider, Harold Gregg, Jean Pike, Patsy Dean and Jackie Hutchison. The play brought out several objectives: (1) Do not be discouraged with your job. (2) Do not misrepresent what you have or are. (3) If you don't get the job you like, learn to like the job you get.

Macon Chapter Reports

The Future Business Leaders of America Chapter of Macon High School in Macon, Mississippi was organized last October and became active in the second semester. The charter was presented by Dr. A. J. Lawrence, Chairman, Department of Office Administration and Business Education, University of Mississippi. Dr. Lawrence made an interesting talk explaining the value and purpose of the organization. One of the projects on which the club worked was that of contacting former graduates to secure advice on what should be added in the business department to help prepare a student to meet the business world.

Officers of the club for the year are: *president*, Leon Nix; *first vice-president*, George Dye; *second vice-president*, Charles Alston; *secretary*, Pauline Drummond; *treasurer*, Gloria Adams; and *reporter*, Wanda Craig.

Connersville Holds Candlelight Service

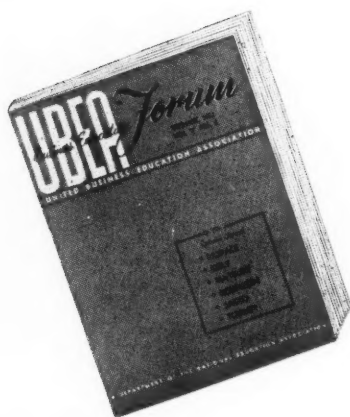
The initiation of the Connersville (Indiana) High School chapter of Future Business Leaders of America was conducted by members of the New Castle chapter.

Phil Evans, president of the State Chapter and also president of the New Castle Chapter, presided during the meeting. Miss Joan Gedling, accompanied by Sarah Barrett, sang two solos, "The Lord's Prayer" and "God Bless America."

The charter for the local chapter was presented to Miss Phyllis Yards, president, by Phil Evans. Other officers of the group are: Becky Gulley, *vice president*; Joyce Hoffmann, *treasurer*; Charmagne Wilkinson, *secretary*; Juanita Wyatt, *reporter*; and Sue Sheets, *program chairman*. Miss Elizabeth Heilman is sponsor of the chapter.

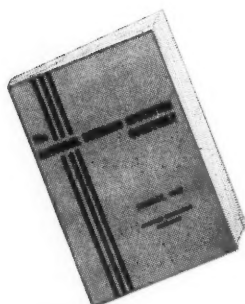
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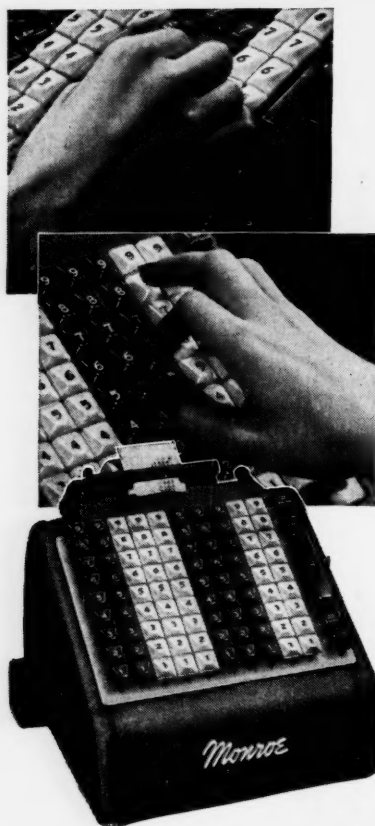
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